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A HISTORY SYLLABUS

FOR SECONDARY SCHOOLS

OUTLINING THE FOUR YEARS' COURSE IN HISTORY RECOMMENDED BY THE COMMITTEE OF SEVEN OF THE AMERICAN HISTORICAL ASSOCIATION

BY

A SPECIAL COMMITTEE OF THE NEW ENGLAND HISTORY TEACHERS' ASSOCIATION

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PREFACE

THIS syllabus is the work of a committee appointed by the New England History Teachers' Association "to prepare . . . a report on practical methods of teaching history, with such topical outlines, references, and bibliographies as shall help teachers to put into operation such suggestions for reform in history teaching as may be applicable to the conditions in the secondary schools." After the outlines had been tested by several teachers with their classes, the report of the committee was presented to the Association in April, 1901. The general and special introductions with ample illustrations of the outlines were then printed and sent to all members as a preliminary report. After this had been tried in the schools and discussed by the Association at its meeting in October, 1901, the report was approved and ordered published.

The original committee which prepared the preliminary report was composed of six members: Herbert D. Foster, of Dartmouth College, Chairman, Bernadotte Perrin of Yale University, Elizabeth K. Kendall of Wellesley College, Edwin A. Start, then of Tufts College, Ernest F. Henderson, Walter H. Cushing, then teacher of history in the Medford High School and now Principal of the South Framingham High School. As the work advanced, it was found desirable, owing to the absence in Europe or the imperative engagements of several members, to enlist the coöperation of four others: Charles H. Haskins of Harvard University, Sidney B. Fay of Dartmouth College, Everett Kimball of Smith

College, and Edith M. Walker of the Somerville Latin School.

As the outlines progressed, they were tested in the class room by the three members of the committee engaged in teaching history in high schools and by a large number of other secondary teachers; they were also subjected to the criticism of professors of history in eight colleges. To more than a score of such teachers and professors who have by their helpful suggestions aided in making this syllabus more teachable and adequate, we make grateful acknowledgments.

The syllabus covers the four years' course in history for schools recommended by the Committee of Seven of the American Historical Association, and attempts to take the next step by showing how the general recommendations of that committee may be carried out in the daily work of preparation and recitation. Three of the members of that committee have directly coöperated with us. Professor Hart has given encouragement and counsel from the start; Professor Salmon has shared in the discussions of the committee and prepared the appendix on special collections for historical study in American libraries (v. p. 361); Professor Haskins has served as a member of our committee through the later stages of its work.

We have endeavored to express the consensus of opinion of specialists and of practical teachers in secondary schools; to furnish the schools with a basis for preparation for college; and give to such colleges as desire it, a basis for entrance requirements. But, above all, by means of the time saved and the clearness of view to be gained through the employment of a printed outline in the hands of teacher and pupil, we have sought to make sane methods and the use of adequate material practicable in the ordinary high school.

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HISTORY SYLLABUS FOR SECONDARY SCHOOLS

GENERAL INTRODUCTION

I. SPIRIT AND PURPOSE OF THE SYLLABUS

Active thought and experimentation with material and methods during several years in the field of history teaching have opened a maze of possibilities which need to be formulated and organized in order that the best results of the experience of many teachers may be made tangible and brought into general use in secondary schools. This volume, with separate pamphlets for pupils, issued under the auspices of an association of history teachers, is intended to meet this need. It is not offered as a final word, but must be subject to revision from time to time as new stages of the inevitable progress in history teaching are attained. Its merit is not in its originality, but in the fact that it gives a definite application of the work of previous committees of this and other associations, and in particular of the recommendations of the New England Associations of Colleges and Preparatory Schools (1895), of the

Columbia Conference of 1896, and of the Committee of Seven of the American Historical Association. It has been prepared with the coöperation of many teachers.

A large amount of valuable work has been done by history teachers in the study of actual conditions and the putting forth of tentative theories and suggestions, and many practical results have been attained. If, then, we organize these results in a working plan, shall we not be so much nearer the attainment of the beneficent purpose contemplated when the new entrance requirements were first proposed, and so much nearer a sympathetic organization of the study of history in our schools, not according to a rigid system, but in harmony with a comprehensible idea, — namely, the development of the historic understanding in the young people who attend those schools?

The working material of this guide is embodied in a syllabus for each of the four courses recommended by the Committee of Seven; this syllabus being accompanied by some additional topics for individual and more detailed work by the pupil, and by carefully selected references to elementary, fuller, and source materials. This syllabus is intended to be used as an outline guide by both teacher and pupil, and as a guide in the preparation of examination papers by the colleges. It is hoped that the colleges will consent to include in their questions each year a certain number of the various topics in the syllabus, thus securing for the schools some of the advantage accompanying work with a practical incentive. In the introduction, and occasionally in the outlines, are

practical suggestions, the intent of which has been to put in the hands of each teacher the tested results of the best experience of many, and make specific applications at definite points of the recommendations of the Committee of Seven and others. On the other hand, it is not intended to prescribe any uniform system or to trespass in any way upon the prerogatives of the individual teacher. We do not want uniformity of teaching, but we do need uniformity of courses and a common policy in accord with the best methods of our day.

The object to be kept constantly in mind is the indication of a practical course that will meet the new college entrance requirements; the development at the same time of courses that may be pursued with equal profit by the student who is not to have the advantage of a college course; and finally, the definite formulation on a working basis of the fair demands of the teachers of history for the recognition of the subject in the schools.

Colleges which may so desire will be enabled to refer teachers and candidates to the syllabus for a fuller statement of their entrance requirements or for specific illustrations of desired methods and materials. They may also find it convenient and helpful to both college and school to base at least a part of the entrance examination paper on the sections, topics, sub-topics, map work, etc., of the various outlines. The schools will find it helpful, in addition to the ordinary use of the outline in any course, to make especial use of it either in reviewing for college entrance examinations, or in test-

ing the fitness of candidates preparing under the certificate system. The syllabus is definitely planned to meet also the needs of pupils not preparing for college. It will also show the reasonableness of demands for adequate equipment and time.

II. THE PRINCIPAL RECOMMENDATIONS OF THE COMMITTEE OF SEVEN

Because of the weight attaching to the opinions of the authors of the report of the Committee of Seven of the American Historical Association, and the long and careful study given by them to the question of history in secondary schools, the present volume is in a sense an illustration, elucidation, and practical application of that invaluable report. The principal recommendations which are accepted and followed in this syllabus are briefly summarized below.

History should be a continuous study over a period of four years, and, except in rare cases, should be given at least three periods a week. "The acceptance of a two-hour course in history for entrance to college" is not approved. For the four-year course the following periods in the order here given are recommended: —

(1) Ancient History, with special reference to Greek and Roman history, but including a short survey of the more ancient nations and closing about 800 A.D.

(2) Mediæval and Modern European History, from the close of the first period to the present time.

(3) English History.

(4) American History and Civil Government.

If only three years can be given to historical work, an omission of one of the fields is better than a condensation of the whole. If, however, it is necessary to combine two years' work into one, the committee advises either (1) combine English and American, or (2) teach English History so as to include the more important features of mediæval and modern European history. The committee cannot, however, strongly recommend courses covering the whole field in less than four years.

With reference to methods of instruction, the Committee of Seven offers the following general suggestions: —

(1) The teacher in most cases should use a text-book, as the topical method alone will, in a majority of cases, result in the pupils having unconnected information.

(2) Material outside the text-book should be used in all branches and in all years of historical study.

(3) Something in the way of written work should be done in every year, but teachers should take care not to make the work too difficult in the earlier years.

(4) Written recitations are helpful, and often stimulate a pupil who is slow in the oral part of the work.

(5) Note-books should be kept containing analyses of the text-book, notes from talks in class and from private reading, and analyses of topics continuing through a considerable portion of the field.

(6) Geography and History should be closely connected throughout the course.

Sources should serve as an adjunct to a good text-book, to be used as part of the collateral reading and as a basis for written work; but the so-called "source

method" of teaching is not approved. In selecting sources to vitalize the subject, they should, in the first place, be of unquestioned authenticity; secondly, should be, not so much documents, as the more interesting material for pupils of this age, such as letters, diaries, travels, etc.; third, should have a literary value.

For admission to college it is recommended that one unit of history be required in every case; and that two, three, or four units be accepted wherever the plan of optional admission subjects will permit. By "unit" is meant either one year of history five times a week, or two years of history three times a week. As tests of the candidate's power, it is suggested that there be questions requiring the grouping of facts in a different form from that in the text-book, and questions involving some power of discrimination. Comments on brief, carefully chosen selections from simple sources and modern works, and discussion of more extended passages, are also recommended as tests of the development of the pupil's historical sense. Finally, the candidate's written test may be supplemented by the submission of work done in school and properly vouched for, and by a brief oral conference with an examiner.

III. PURPOSE, METHOD, AND USE OF THE SYLLABUS

The syllabus does not replace the text-book, but presupposes its use. It does not attempt, therefore, to cover all the facts in any course in history, but to (1) point out what subjects are worthy of especial study, (2) indicate in what connection these may be taken up,

and (3) give a few carefully selected specific topics and references for additional reading, map and written work, which will supplement the text-book, train pupils in gathering and presenting material, and make some vital contribution to the daily recitation.

To accomplish this, the syllabus for each course contains a general survey of the field, or table of contents, which divides the field into chronological periods and logically related sections, giving within brief space a clear suggestion to both teacher and pupil of what is to be studied and permanently retained, and a basis for the pupil's review of the whole subject and for school and college entrance examination questions. The detailed syllabus follows this general survey. An explanation of its structure is given at the end of this introduction. The references are usually specific for each section and sometimes for each topic, and when feasible are classified as *brief*, *longer*, and *sources*. They are few, and selected with diligent care because of their real contribution to the interest and apprehension of the subject. A sufficient variety of references is given to meet the needs of the smaller as well as the larger library. The number of references to be used will be at the discretion of the teacher, and will vary with time, number of pupils, and extent of library. It is not intended, however, that every reference should be read in any one year. It is always desirable to recognize the preferences and methods of various teachers, and of pupils with varying tastes and needs. There will also be found topics for map work and charts for pupils; and subjects for special maps or charts, either

on blackboard, or outline maps large enough to be seen by all pupils, thus making ocular contribution to the work of the class room (*e.g.* Seceding States, 1861. Colonial Possessions of Philip II, 1580).

For the recitations devoted to one of the sections, the topics will serve (1) as points upon which the pupil will endeavor to get information; (2) in the class room to keep the pupil's mind active rather than passive, as he tries to gain additional information from others' recitations and from reports on additional reading; (3) for the pupil's preparation of daily review; and (4) as a basis for the teacher's rapid fire of questions on daily review. These topics will further serve as material for general review by the pupil, for questions by the teacher at the end of the course, and for examination in school and college.

IV. HOW TO USE THE SYLLABUS WITH A TEXT-BOOK

General Explanation. — The syllabus throughout presupposes the use of an accurate, modern text-book. The topics are selected because of their significance, the stimulating material available, their adaptability for getting pupils to reading, thinking, and writing, "and in general for the exercise of judgment as well as of memory," and in some cases, particularly in European history, as giving an analysis of the subject. In American history, such a topic as "The Naming of America" is well treated in both Channing's "Students' History" and McLaughlin's "History of the American Nation."

Voyages of the Northmen and early geographical ideas are adequately treated in Channing, pp. 22–28; and the European conditions at end of fifteenth century are discussed suggestively in McLaughlin, pp. 6–10. But the latter topic is not treated at all in Channing, while McLaughlin gives no account of the "Land and its Resources." This illustrates the necessity of supplementing even such excellent text-books, on certain topics, and the needlessness of attempting to insist in these outlines on what is adequately treated in good text-books.

The Daily Work. — For a given recitation, the teacher assigns so much of the outline as he may judge wise, following, if he chooses, the assignment of time suggested in the General Survey. For this portion of the subject he assigns to all pupils pertinent parts of the text-book, and to certain pupils some of the special topics and references in this syllabus for additional reading and report to the class. Some topics are marked as for all the class (*e.g.* some map work and topics on civil government), and should be so assigned. Some other topics teachers may prefer to assign to all, or to several, pupils for general discussion, rather than for special report by individual pupils. In such matters of detail, the syllabus undertakes to make no prescription. The aim has been to present an outline of the material to be handled, in such form that teachers may adapt the management of it to the methods most congenial to them.

The recitation may follow the order suggested in this syllabus, or that in the text-book, in either case

including in their logical place the especially assigned topics.

1. If the syllabus is followed, the pupils have before their eyes a brief outline of the subject. Teachers who prefer a fuller analysis, explaining the syllabus, may put one on the board in some such form as may commend itself to them for graphic clearness (in some cases the syllabus gives a partial analysis): —

2. If the text-book or other order is followed, it will be helpful to have some clear plan before the eyes of the pupils, so that they may see the logical relations of matters under discussion. Such outline should include, not only text-book work, but the special topics.

Whatever the method used, the essential objects must always be that pupils keep their bearings, that they see what connection any discussion or report on a topic has with the main current of events as studied in the text-book, and that they get some definite and permanent result from each topic discussed. This should be tested on review. A good way to insure more satisfactory treatment of a topic is to assign it to several, and then select the best for presentation. It is not necessary that topics should always be written or formally presented by a pupil. If presented, some "brief" or set of headings for his topics should be prepared by the pupil, and, if feasible, looked over by the teacher before report is presented to class.

Where the number of pupils is large, different references may be assigned to different pupils, and the striking points or the differences referred to in each brought out very briefly by questions without a complete report

from each one. It is not intended that all the references should be taken. Sometimes teachers should assign, sometimes allow pupils to select, the reference. Encourage the pupil, if time allows, to compare and select as the course proceeds and he gains experience and judgment. It is believed that a school with a hundred recitations for advance can do something with all or nearly all the topics. Schools with less time must omit what seem less vital. Schools with two hundred recitations will find ample material for spending time profitably in the additional references and additional topics. The syllabus is planned to meet the situation in schools with varying amounts of time by thus providing an average amount which the hurried teacher can lessen, but with additional subject matter for the better schools.

V. PRACTICAL SUGGESTIONS TO TEACHERS.

In General. — The suggestions embodied in this section are drawn for the most part from practical experience, but it is impossible to prescribe any hard and fast rules for different teachers. When teachers can find or invent better methods, they should certainly do so; the mere fact that the teacher's mind is busied with such problems will augur well for the success of the course. On one thing the committee does wish to lay stress; namely, on the fact that history, because of the broad field that it covers, is the most difficult of all subjects to teach, and that there is the greatest need of special training for the purpose. Not only should the teacher be well equipped in the beginning, but he should make

up his mind each year to do at least as much reading as he requires of his classes. He will soon discover that this is not drudgery, but the keenest sort of intellectual enjoyment; he will be on the lookout for new and interesting literature, and his own progress will be as much a matter of satisfaction to him as that of his pupils. His remarks to the class will grow freer and more independent every year, and he will finally gain that sense of proportion and perspective, that historical judgment, without which no one can be called a really good instructor.

It is not expected or desired that all the devices here enumerated should be applied in each of the four years of the school course in history. Methods that can be pursued with advantage in the case of American History, and with boys and girls seventeen years of age, need not necessarily be applied to boys and girls of thirteen who are studying Ancient History.

Practical Aims and Objects of Instruction. — These differ according to the branch of history to be taught and the age of the scholar. They are more fully set forth in the special introductions to the outlines for the several fields. Ancient History, taught to boys and girls from twelve to fourteen years of age, should have for a main object to familiarize them with the persons and events they are to meet in their reading of the Greek and Roman authors. They should be taught to understand the mythology, the religion, and the manners and customs of the people, rather than learn the names of consuls, the details of conflicts, or the minutiæ of administration. The subject should not

Ancient History.

be spoiled for them by too much insistence on method or on time-saving devices. Their study should be enlivened by photographs of architectural and sculptural remains and by visits to museums. Poems may be read or memorized.

As for Mediæval and Modern History, to be disposed of in three hours a week for forty weeks, inclusive of written exercises, reviews, and examinations, what can you hope to achieve? Manifestly very little in the way of actual definite knowledge. Take the stirring period of European history from 1805 to 1807; if the boy reads all that there is about it in one of the recent and good text-books he will learn (we quote literally): "Ulm and Austerlitz forced Austria to retire. Prussia tried to take her place, but lost the battle of Jena and could not save Berlin. Then came the turn of Russia, which finally consented to the peace of Tilsit." *Mediæval and Modern History.*

The fault lies not so much with the text-book as with the fact that you simply cannot, under the necessary limitations of a text-book, give any image or picture at all of so large a period of history. Where so much material has to be covered in so short a time, it would not be wise to spend too much time on map and chart work, on elaborate analyses or on written essays. It is indeed appalling to think of having to cover so much ground in, say, one hundred and twenty lessons, and the teacher must boldly face the problem of what he hopes to accomplish in that time. To know something of its relations to the history of antiquity and to that of to-day, in their larger aspects, is the object to be sought.

When we come to the third course, English History, considerably more can be expected of a boy. He is following one distinct national development, with plenty of literature at his disposal and with a certain familiarity that every one acquires with the main personages and events. Here the teaching should be more consecutive, the pupil should learn more about the origin of institutions, social conditions, the diplomatic steps that led to wars and treaties, and, in general, about the causes of events. Fuller use may now be made of analyses, special reports, charts, tables, etc.

English History.

A boy who has enjoyed these three years of careful historical training is in a position to make a thorough study of the history of his own country — a study advanced and intelligent enough to be of great service to him, even though he never enter the doors of a college. He will have learned the interest of many topics that would otherwise be dull and meaningless; he will appreciate the seriousness of wars and revolutions, and will have followed the course of striking financial experiments. He will know that Frederick the Great came through the Seven Years' War without incurring any national debt and without raising the taxes of his country; he will know that France within a period of nine years issued forty-five billion francs of bad paper money, and will follow with the more interest any legislation at home on the subject. And, best of all, he will have a better appreciation as to how his own country stands comparison with other countries, and whether this or that crisis has formerly had its counterpart. He will have learned to think and

American History.

judge soberly and historically, and always with a firm basis of fact and a faithful array of evidence; what more can we hope for from school instruction in history?

How to occupy the Time in Class. — The old conventional "hearing" from the text-book must cease; the pupil's mind should not be haunted by the dread that he has forgotten some isolated fact which may, after all, be of very little importance. A favorite method for the adequately trained teacher is to occupy a portion of each prescribed hour in furnishing new facts, new ideas, or new impressions. This may be done by the teacher delivering a short lecture or connecting narrative, which the pupil is to take down in his note-book, and for which he will be as strictly called to account as for the material in the text. This method is to be particularly recommended in the case of Course II (Mediæval and Modern History), where the space of time intervening between two important events can thus be bridged over. The narrative should be clear, explicit, and interesting.

This is a method universally in vogue in all grades of German schools, and it has the merit of establishing a confidential relationship between the teacher and the pupil. As the recommendation may seem somewhat startling to many teachers, it is worth while to dwell on what Miss Lucy Salmon, in her admirable paper in the Annual Report of the American Historical Association (1898, p. 519), says about its actual operation in Germany. "This method," she says, "is in essence the same throughout the course; . . . in the second part" (she refers to those grades where the pupil is from eleven to

fifteen years of age) "it is pure narration. . . . During the first of the hour the class is questioned on what has been narrated during the previous lesson; then comes the narration of fresh material. . . . The theory is that the boy learns best from the living voice, that thus his interest is aroused and maintained, and that history in this way becomes to him a living, life-giving presence."

It is scarcely necessary to hint to the teacher that these narratives or lectures should be enlivened as much as possible by throwing in little interesting details that may not be important in themselves, but that are apt to remain fast in the memory; that, for instance, the dying William Pitt, when he heard the news of Austerlitz, pointed to a map of Europe, and said, "Roll it up, it will not be needed these ten years"; that Napoleon's coach, when captured at Waterloo, was found stuffed with diamonds which were thrown around among the soldiers; that the polite Charles II said to those surrounding his deathbed, "Pardon me, gentlemen, for being such an unconscionable time in dying"; that Martin Luther, when he came out from the celebrated hearing at the Diet of Worms, threw his arms above his head, with shouts of "I've got through, I've got through!"

As a further means of holding the interest of the class, it is well to show them facsimiles of handwriting, of seals, of medals, and of coins, as well as portraits of distinguished persons; not nearly enough educational use is made of the material to be found in illustrated books in every large library. Portraits serve admirably to fix the different personalities in the mind. A useful

occasional variation from the short narration or lecture is to read aloud, preferably from some original source, and to intersperse questions regarding matters that the pupil may be supposed to know. For this purpose letters and extracts from diaries and autobiographies are better than severer material.

A portion of each hour should be devoted to a short, sharp quiz, and it is not a bad plan for the teacher to formulate his questions beforehand so that they shall be most telling and draw out longer and better answers. Those questions are the best which will force the pupil to combine what he has learned on previous occasions and in other connections. If you are dealing, for instance, with the quarrel of Philip the Fair and Boniface VIII, ask suddenly, "What previous quarrels between popes and secular rulers can you call to mind?"

An occasional variation of the quiz might be to occupy two successive periods in imparting information, and then to devote the whole third period to rigid questioning on everything that has been gone over as well as on the required reading. At least every four weeks there should be a written test of the pupil's knowledge; but here, if necessary, the topic can be appointed beforehand. It is of peculiar advantage to have the essay that results passed upon both by the history and by the English department. This saves time, and trains the pupil at all times to pick and choose his words. At examination it is recommended that the pupil be required to comment upon some passage from a history or an original source. This habit of explaining allusions

as they occur conduces to good scholarship, and for it the reading aloud in class should furnish excellent practice. Take a passage such as this from a letter of Gneisenau: —

"Senlis, June 29, 1815.

"The field-marshal orders me still to say that you shall explain to the Duke of Wellington that it had been the field-marshal's intention to execute Bonaparte on the same spot where the Duke of Enghien was shot, but that out of regard for the duke's wishes he would omit the execution."

This calls for explanation as to the occasion of its being written, as to the part played by Blücher and Wellington in the capture, the murder of the Duke of Enghien, and Napoleon's ultimate fate.

Preparation for Class Exercises. — This is one of the most difficult problems with which the new method of history teaching has to cope, but it can and must be satisfactorily solved. The necessary reading takes a great deal of time and requires a great many books. Time, however, can be economized by making the work of one department serve also for another. For instance, an essay that has been systematically worked out in history may very well be presented as part of the work in English language and marked accordingly. Neither department will suffer in the least by the process; indeed, every essay on any concrete subject should be worked out by the historical method (*i.e.* properly and logically arranged and with the aid of all available sources), while every contribution to history should be clothed in proper and correct language and made as telling and interesting as possible. Correctness of

detail is no bar to literary merit, and the reverse is equally true.

When practical, special hours should be set aside for history preparation, at the very least one hour for each class exercise; and there should be an alcove or corner with a writing table and a case containing the necessary books. In order to avoid crowding, the same hour should be assigned to not more than three or four pupils. Of the more important books there should be two or more copies as needed, and individual pupils should be encouraged in every way to begin the formation of little private libraries of their own. Thus, in the case of Mediæval and Modern History, Emerton's "Mediæval Europe," Seebohm's "Protestant Revolution," and Fyffe's "Modern Europe," will be found most useful possessions covering nearly the whole scope of the course. Where pupils cannot afford individual books it often answers as well for small groups to purchase in common. By this we do not mean to absolve the schools from the duty of furnishing adequate libraries; indifference on this point often wrecks the teacher's best efforts to introduce thorough and scientific methods. One of his chief aims is to instil a desire to keep up with the progress of historical investigation; for this purpose the very latest and best book is only just good enough. A good lucid treatment of a period, like, for instance, Schouler's volume on the Civil War, saves the pupil many hours of puzzling and labor, and leaves his mind fresh and eager for more. The teacher who is busy with the subject day after day can see how harmful, how deadening and dulling to the intellect, are certain treatments of a given

subject, where to a school committee one book may seem as good as another and many books a reckless extravagance. In two books of average equal merit one and the same topic may receive very different treatment indeed. Take the instance above cited, where Adams in his European History devotes five lines and a half to all the events between the surrender at Ulm in 1805, and the peace of Tilsit in 1807. Myers, on the contrary, in his Mediæval and Modern History devotes three pages to these events, and might very well have devoted more, seeing that they mark the culmination of the glory of the greatest subverter of nations that the Western world has ever seen.

In order to perceive and appreciate such differences in books as this, it is warmly recommended that pupils take notes on all their required outside reading, and that such notes be in the form which will eventually prove of the greatest aid for the individual in preparation for reviews and examinations. These notes should be taken on pages of students' note-paper with perforated edges; they can then be fastened in their proper place in the ordinary note-book which the pupil uses in class. This latter should always be an aggregation of such loose leaves, held together with a cover, so that it is possible to make constant additions without rewriting. A good student will take great pride in the growth of his note-book, which thus becomes the outward and visible sign of his progress. The benefit of this practice is to be found, not only in the actual acquisitions, but in the attitude of mind it requires of the reader. He is always seeking for something that will be of actual

definite use to him, something that he can formulate in black and white; it is a constant mental process of comparison and selection. In this way he will learn accuracy of statement and power of arrangement, as well as definiteness of expression and justness of conclusion.

Historical Geography and Map Work. — To correct the present lamentable ignorance of historical geography, it is essential that every pupil get at the very beginning of each course a clear picture of those physical features that form the permanent framework by which he will later determine changing political boundaries and movements. There should, therefore, be constant use of the atlas and wall maps, with frequent exercises in the filling in of outline maps, which should show the chief physical features so essential to an understanding of the progress of history. Pupils should be told that they will be held responsible in later exercises for geographical facts brought out in the class, and should be called on in reviews to go to the wall map and locate. The practice of the German schools is an excellent one, to have atlases or maps open on the desk during every recitation, that descriptions may be followed with the eye on the map.

In their own map work pupils should be trained, not merely to read maps and reproduce them, but to construct from written data a mental geographical picture and to fill in its details on outline maps. For example, from such data may be made maps showing the nations revolting from Rome in the sixteenth century, or the presidential elections in the United States. Topics and references for this work will be found in various sections

of the syllabus. Maps, charts, and drawings may be fastened in their appropriate places in the note-books.

Historical Fiction. — History rightly studied gives to us the freedom of the past, making us feel at home in other countries than our own. But to secure this result the student must have gained a clear notion of how the men of bygone ages lived and felt and thought. Now, one of the greatest difficulties of the teacher of history is to make real to the young student the times of which he is reading. Vividness is a quality natural to few, and the study of even the best text-books leaves the student in uncertain possession of a few dry facts and nothing more. Nor is the difficulty wholly met by carefully directed reading in the school library. The ordinary history concerns itself with politics rather than with society. Even if occasional chapters are devoted to customs and manners, these are generally so badly written that they no more reveal the life of the past than does the index show the spirit of the book.

Here is the place of historical fiction. Literature of this class is well fitted to deal with the social aspects of past times, with the picturesque or familiar details of life and manners; and the late Professor Allen went so far as to declare that its work was "hardly inferior in value, if well done, to that of genuine history." It is true that historical fiction has its limitations. When it passes from a delineation of society to that of actual events and real personages, there is, to quote again from Professor Allen, "not merely a probability, but almost a certainty, that history will be falsified." It is doubtless true that if a real enthusiasm for history can

be awakened, it may be trusted to work itself clear from error as it goes on. Nevertheless, it is easier to learn than to unlearn, and hence the most desirable work of historical fiction is one that deals with conditions of the past rather than with the career of some historical personage or the details of some great event. With this caution in mind the student may wisely be urged to give historical fiction a place in his voluntary reading, supplementing, but not supplanting, text-book and history. In this way his interest is stimulated and his impressions are deepened, and at the same time he gains a truthful background against which history unrolls itself with force and vividness.

Concluding Remarks.—History has so recently become a separate recognized branch of study that it may not be out of place to urge the teacher to inculcate a love and enthusiasm for it in every way. One establishes a new interest that will last a lifetime. Attention should be called to literature of every kind that bears upon the subject, to new biographies, and even to historical novels as they appear. Visits should be arranged to museums and to public libraries; every kind of illustrated material should be called into play, facsimiles of handwriting, of coins, of medals, of seals, shown to the class. Pupils should be encouraged to talk and to ask questions, so long as they are not irrelevant, and where possible persons who are doing important historical work should be asked to address the class on their own particular subject. It is often a pleasure even for a hard-worked man to deliver addresses of this kind. And care should be taken to increase the library in every possible way.

Frank appeals to local and school authorities, and clear and definite explanation of needs, will bring a response more often than the teachers in their present pessimistic attitude would expect. Arrangements can be made with public libraries to loan those books that would be needed for a circumscribed period, or to place them on reserved shelves in their own reading rooms. In fact, interest in this matter as a means of education once aroused, the committee feels sure that only in the most benighted places will books of the right kind be lacking.

The first and last word must be an insistence on the proper kind of training for the teacher himself. The standards of the day require something far above ordinary culture; nor is there any lack of opportunities. Those who cannot spare a whole year from their school work should at least attend the summer sessions at Harvard, Columbia, Cornell, Dartmouth, or some other college. A portion of each summer should be spent in preparation for the work of the ensuing year. Thus and thus only can a teacher of history be true to his high calling; thus and thus only will he be following Dr. Arnold's recommendation to his fellow teachers to draw from fresh water and not from a mud puddle.

VI. METHOD AND ARRANGEMENT OF THE OUTLINES

In the preparation of this syllabus it was early seen that each field had special demands of its own which must be recognized, and if duly recognized no such uniformity of treatment as had at first been contemplated could be secured.

In the outlines for Ancient History the enormous fields of Oriental, Greek, Roman, and early Mediæval History had to be covered. Here the main aim of the general survey must be to unify the student's conceptions of these four grand divisions of history, and show how Oriental, Greek, Roman, and Mediæval histories united at last in one and the same great stream of European History. In the topical heads under the more comprehensive sections and general groups the periods and processes of juncture must be emphasized. There are excellent historical text-books of Eastern, Grecian, Roman, and early Mediæval History. The outlines must show how to use all these together and not separately, — how to blend them.

In Mediæval History proper, on the contrary, the makers of the outlines found no satisfactory text-books at command. The outlines, therefore, were constructed on a different principle, and were adapted for use under a different method of teaching. This principle and this method had to be more fully elaborated in directions and suggestions to teachers.

In English History again, and in American History, the subject matter itself demanded a distinctive method of survey, though here ample and excellent text-books allowed much more condensation and precision of treatment, and more wealth of suggestion for supplementary and individual work when desired.

Again, the different periods in the school, when, according to the recommendations of the Committee of Seven, these four fields of history are to be studied, rendered different treatments in outline absolutely neces-

sary. Ancient History is to be studied in the earliest high school year. The picturesque and narrative features in Ancient History must therefore predominate here, to the comparative exclusion of the philosophical and institutional features of ancient life. Mediæval History, with its enormous ranges and difficult clews, must be made clear to second-year pupils, while English and American History are to be taught, not only to matured pupils, but to pupils trained and informed by the two earlier courses, and already usually more familiar with the field.

Under these circumstances, all outward uniformity of treatment in the outlines had to be abandoned, though it is hoped the long and searching discussions which have attended the work on the syllabus will secure a higher unity in spirit and aim.

Of course, if the four fields are studied in a different chronological sequence from that recommended by the Committee of Seven, the particular outlines used for any given period can be reconstructed by the teacher along the lines suggested by those for any other body of outlines better adapted to the age and acquisitions of the pupils taking any course out of the chronological order originally contemplated.

The outlines will, therefore, discourage, rather than encourage, the belief that all history must be taught according to some fixed method. Any period of history may be taught by any method according to the demands of the particular school and teacher.

This does not mean, of course, that the Committee of Six is not, in the main, in harmony with the recommen-

dations of the Committee of Seven. It is, and hopes that the sequence of study adopted as the basis for these outlines may ultimately become general in our schools. But at present the outlines must and may serve a wide range of varying needs.

But while the treatment of the four fields varies in details, the general plan of notation and arrangement is uniform. In the teachers' edition of the syllabus, each outline is prefaced by a brief discussion of the characteristics of the field with which it deals, and remarks upon possible modes of treatment; a section in which books and other aids especially helpful to the teacher for personal study or class work are noted and commented upon; and a commentary on the groups or periods into which the outline is divided, their special characteristics and their relations to each other. A general survey of these groups precedes each outline, as a table of contents, and the proportion of class exercises to be assigned for each group is indicated in percentages. Thus, for schools having one hundred exercises for advance work, five per cent. would indicate five exercises; schools having two hundred exercises could allow ten; and teachers in schools with varying numbers can easily estimate the proportion practicable for them.

The outlines of the syllabus are divided into groups or periods, indicated by black-faced type and Roman numerals; sections, indicated by capitals and small capitals, with Arabic numerals; topics, which are lettered with small Italic letters; and in some cases, where further analysis is desirable, sub-topics, marked by small

Arabic figures in parentheses. The references, indicated as *brief*, *longer*, and *sources*, follow each section, and in some cases, where specific references seem to be desirable, they are given in connection with each topic. Citations are made by a brief title, as Creighton, Papacy, large Roman numerals for the volume, small Roman for the chapter, and Arabic for pages, as: V, iii, 27–42. Where called for, topics for map work, with references for finding the necessary data, are next given.

There are provided, in connection with many of the sections, in addition to the regular topics, additional topics for advanced, essay, or individual work in classes where there is time and ability for this.

The arrangement thus adopted makes it easy for teacher and pupil to obtain a conspectus of the year's work, and the relation of its parts, and a carefully worked out example of constructive analysis of historical subjects will be at hand when the teacher wishes to instruct the pupil in that kind of work. At points of contact between the different fields, the connection is indicated by the outlines and the references, and the growing unity of the world's history is thus shown. A striking example of such contact is the period of the Seven Years' War.

A Selected List of Books on the Teaching of History, useful for Teachers in the Secondary Schools

1. The Report of the Committee of Seven to the American Historical Association, in the latter's Annual Report for 1898. Also published under the title of The Study of History in Schools. N.Y., Macmillan, 1899. 50 cents. Indispensable.
2. Historical Sources in Schools, by a Select Committee of the New England History Teachers' Association. N.Y., Mac-

millan, 1902. 50 cents. A careful work of great usefulness, giving sanely the consensus of practical teachers as to use of sources, and very valuable bibliographies and references.

3. Bourne, H. E., The Teaching of History and Civics in the Elementary and Secondary Schools. N.Y., Longmans, 1902. $1.50.

4. Channing, E., and Hart, A. B., Guide to the Study of American History. Boston, Ginn, 1896. $2.00. Of great practical value, and indispensable to the teacher of the subject.

5. Harrison, F., The Meaning of History, and Other Essays. London, Macmillan, 1894. Cheaper edition, N.Y., 1900. $1.75.

6. Hinsdale, B. A., How to Study and Teach History, with Particular Reference to the History of the United States. N.Y., Appleton, 1894. $1.50.

7. Langlois, C. V., and Seignobos, M. J. C., Introduction to the Study of History. N.Y., Holt, 1898. $2.25. "Best brief treatise on methods of *historical investigation*." Useful for advanced students.

8. Larned, J. N., *Editor*. The Literature of American History: A Bibliographical Guide, in which the scope, character, and comparative worth of books in selected lists are set forth in brief notes by critics of authority. Boston, published for the American Library Association by Houghton and Mifflin, 1902. $6.00. Of marked value both for school and general use, and should be in every public library. Supplement presenting publications for 1900–1901.

9. Mace, W. H., Method in History, for Teachers and Students. Boston, Ginn, 1898. $1.10.

10. The American Historical Review. N.Y., Macmillan. Quarterly, $4.00 a year. Free to members of the American Historical Association, together with the annual reports of the Association. "Any person approved by the Executive Council may become a member by paying . . . annual fee of three dollars." Its book reviews and notes furnish the best means of keeping abreast of current publications on history.

For a very full list see the Annual Report of the American Historical Association for 1899, Vol. I, pp. 561–828.

PART I

ANCIENT HISTORY

ANCIENT HISTORY

To 800 A.D.

INTRODUCTION

The course in Ancient History from earliest times down to Charlemagne, as outlined by the Committee of Seven, seems at first thought too extensive and difficult for the first year of secondary schools. But if certain essentials are singled out for accomplishment in this course, and temptations to spend time on fascinating non-essentials are vigorously withstood, the enormous field may be satisfactorily and helpfully covered in spite of its great difficulties.

To begin with, this course must be kept strictly distinct from the old course in Ancient History so long required for entrance to college, on which some college entrance papers are still based. That course was almost wholly supplementary to the study of the Greek and Latin authors read in school and college. It naturally emphasized the earlier periods of classical history, and the periods when great authors lived and wrote, or, at any rate, the periods about which great authors wrote. Proportion and perspective were determined by literary considerations, and not by the processes of historical evolution. This was perfectly natural as long as the course consisted of a few lessons in a distinctively Greek

history of small dimensions and limited horizon, followed by a few more lessons in a distinctively Roman history of equal scope, all snatched from a crowded programme of studies — deemed more important — in the attempt to prepare students for college entrance requirements, and given by teachers of the classics with no special training in historical methods or principles. Restricted fields of classical literature were thus provided with appropriate historical setting.

The new course in Ancient History is to be given by and for itself, before the reading of Cæsar and the study of elementary Greek. It is designed to lay a broad and sure foundation on which the teacher of the classics in after years may add superstructure and detail. It will be of immense service to the teacher of the classics, in supplying the student who begins the study of the classics, not with detailed historical knowledge, but with foundation and framework whereon to adjust the historical details as he collects them in his reading. And above all, the old separation of Greek and Roman history, as though they were not parts of one great process, will be in some measure prevented, and a new idea of the continuity of history and the progress of human culture will be implanted in the student at the outset, to gain in vividness and significance with each additional year of study and maturity. The great processes of history will be first impressed on the student's mind, and then the literary expressions along with the other important products of those processes. Literature as well as empire is a resultant.

The unity and continuity of Ancient History may be

impressed on a very young mind even, when it is shown how races of the North and races of the South have been contending with each other, from Sargon to Charlemagne, for the treasures lying between them in the Tigris-Euphrates river-valleys or the Mediterranean basin; and how the arts and sciences of men, originating in the deltas of the Euphrates and the Nile, were blended during this long contest, and transmitted successively to Hellenes, Romans, and Teutons, — from Babylon to Athens, Rome, and Aachen. The great Persian wars of the fifth century B.C., the Punic wars of the third, and the Mohammedan wars of the eighth century A.D. can be clearly shown to be successive phases of the same long contest.

When the present Committee was appointed, in the spring of 1900, no one of the four one-year courses recommended by the Committee of Seven, unless perhaps that in Mediæval and Modern European History, was so difficult of adoption in the schools as the course in Ancient History. There were many good text-books in Greek History and in Roman History; while for Oriental History as a prelude to Greek History, and for early Mediæval History as a sequel to the history of the Roman Empire, the teacher could make good text-book provision. But there was no good text-book treating the immense tract of history assigned to this course as a unit, — as one and the same story, to which perspective, proportion, and climax could be given. Hence the work of this Committee was thought to lie along the lines indicated on page 31 of its preliminary report (page 31 of the General Introduction to this syllabus).

Since the appearance of this preliminary report, however, the situation has been completely changed by the publication of three excellent manuals expressly designed to meet the recommendations of the Committee of Seven for Ancient History. West's "Ancient History" (Boston, Allyn & Bacon), Botsford's "Ancient History for Beginners" (New York, The Macmillan Co.), and Wolfson's "Essentials in Ancient History" (New York, American Book Co.), all appeared during the year 1902.[1] All are good; each has marked excellencies of its own; and a class provided with any one of them and working under a teacher provided with all three, would be richly equipped — so far as text-books for the first-year course in Ancient History are concerned — for trying what many still regard as a doubtful experiment. Many are still sceptical as to the possibility of teaching successfully to secondary school pupils of from twelve to fourteen years of age, in one year's time, even the leading incidents of so vast and varied a sweep of historical life, much less the underlying and unifying principles of that life, or the changing aspects of culture and society. Pupils of that age and mental development, it is said, can be interested in personal detail and vivid incident, or in myth and legend of high literary form, when they have no capacity to grasp the deeper relations and meanings of history.

This is doubtless true of many, but can hardly be true of all, or even of the majority, of such pupils. In

[1] Since the above was put in type, Myers's Ancient History (Boston, Ginn & Co., 1904) has appeared in a new edition, which likewise seeks to follow the recommendations of the Committee of Seven.

spite of philosophical text-books and elaborate topical analyses, there will still be many teachers who feel compelled to interest the youngest pupils in our secondary schools, when they take up the study of Ancient History, first of all in certain great military struggles, like the battle of Salamis, for Greek History, and the Second Punic War, for Roman History. From these crucial struggles, with their fascinating personalities, the young pupil can more easily be conducted backward and forward along the lines of historical development, until, possibly not till later years, but often and profitably during the latter part of the first year, he is led to group the details of ancient history with which he has become familiar under some large and comprehensive scheme which shall bring home to him the essential unity of the vast field, and show him the logic of chronology. This is largely a matter of method, and the methods of good teachers are independent of text-books and syllabus.

But whenever and wherever teacher and pupil are ready to unify their conceptions of Ancient History, it is hoped that the following syllabus will be helpful. And even in the initial stages of instruction with the youngest pupils it will be of assistance in suggesting the special episodes and tracts of history to be first explored, before familiar features are grouped together, as they soon should be, into one logically connected whole. The General Survey of the Field which is here submitted, in case the detailed syllabus is beyond the reach of the youngest pupils, may be used with any text-book of ancient history to bring into logical and

chronological sequence events, institutions, or forms of culture and life which may at first have been selected more or less at random, for their power to attract, interest, and educate the most immature pupils. It may be found wiser, with some pupils and some classes, to work back gradually to Sargon of Agadê by way of Themistocles, Xerxes, Cyrus the Great, and Nebuchadnezzar, than to begin at once with the shadowy personalities of the earliest civilizations. But a glance at the General Survey will show at once the historical relations between Themistocles and Sargon.

A series of bibliographical notes and suggestions accompanies the syllabus, although the three manuals of Ancient History referred to above abound in such notes and suggestions. The abundance is indeed so great that guiding hints may be welcome to the teacher; and, so emphatically true is it in these days that "of the making of many books there is no end," certain new and excellent books which have appeared since the publication of the three manuals can in this way be brought to the teacher's notice.

There is danger, after all, that many pupils and some teachers will become confused by the wealth of reading in history recommended to them, and fail to become thoroughly acquainted with the main road. Examiners, teachers, and thoughtful students must insist more and more on accurate and intelligent acquaintance with the main facts and principles of history, leaving it to later and maturer years to supply illustrative and ornamental details.

It is to be hoped that before very long all colleges

will set entrance examination papers based on such a general course in Ancient History as is here outlined, and that no more special acquaintance with distinctively Greek and Roman history will be demanded, even of classical students, than this course naturally supplies. The old style of entrance examination papers may, however, still be set for such pupils as present the usual Greek and Latin authors, and have pursued the study of Greek and Roman history mainly in connection with, and as supplementary to, such authors.

By the use of smaller type, this syllabus has been so constructed as to be easily adaptable to the needs of beginners in the first year of the High School or Academy, or of pupils in later years preparing for college. Topics and references printed in fine type are not intended for first-year pupils, but for advanced pupils and candidates preparing for college entrance requirements.

The "Additional Topics" may be used to some extent by first-year pupils (where the course has adequate time); but they are particularly adapted to more advanced pupils, and for work in connection with the Classics and English. In the latter work they may often be used to advantage as subjects for essays. Many of these additional topics will prove useful for pupils preparing for college.

For suggestions regarding the use of Sources and for further references to them, the teacher is referred to the report on "Historical Sources in Schools" prepared by a committee of the New England History Teachers' Association (Macmillan, 1902).

BIBLIOGRAPHICAL NOTES AND SUGGESTIONS

General Observations. — On the relative time to be given to different periods in the General Survey, there will be wide divergence of opinion. It is to be hoped that no teacher will be obliged to cover the whole ground in so few as one hundred exercises. Two hundred would be none too many, and this number can be had in a course of five hours per week extending through a school year of forty weeks, or, in a course of three hours per week extending through two school years of thirty-three or thirty-four weeks each. For intermediate numbers, the proper proportion can be readily estimated for the different periods from per cents in the General Survey below, and change of emphasis can easily be secured. The period which most sorely needs more time and emphasis in the scheme as submitted is doubtless that of the later Roman Empire, Periods XI and XII. The lack of time here may be remedied for those who continue in Mediæval and Modern European History, by a review of the Transition Period. See the first four sections of the *Outline of European History*.

Notes on Section 1. Introduction. — Much of this is still debatable ground, and neither teacher nor pupil should expect to get anything more than a convenient working hypothesis. The history of those peoples is most valuable who have progressed most themselves, and most helped their successors to progress. Our attention may therefore be restricted to those peoples who have contributed to the stream of culture which we call European.

Any classification of races will be more or less arbitrary; a convenient one is into: Black (Africa); Yellow and Brown (eastern Asia); Red (America); and White (western Asia and Europe). The Caucasian, or White race, though probably composed of mixed races, from earliest times falls into two families, or groups of associated rather than kindred peoples, which may conveniently be called Aryans and Semites.

Generally speaking, the earliest known homes of the Aryan peo-

ples are in the vast regions of Europe and Asia lying to the north of the Danube River and the Black and Caspian seas; those of the Semites are in the vast Arabian peninsula. The Aryans are constantly pressing southward, the Semites northward, in contention for the more attractive regions lying between them, — regions of the earliest known wealth and culture. In this struggle of the earlier peoples to maintain their wealth and culture, and of the intruding peoples to appropriate that wealth and culture, the earliest civilizations at the mouth of the Euphrates and the Nile are assimilated, blended, and then diffused from East to West, from the Euphrates to the Rhine. The progress of culture and political power is from the East to the peninsula of Asia Minor; then to the Hellenic, or Greek peninsula; then to the Italian peninsula; then to the Germanic states of central and western Europe.

Ancient History falls naturally, therefore, into (*a*) an Oriental period, when the culture which arose in the Tigris-Euphrates and the Nile valleys is swayed by an eastern power; (*b*) a Classical period, when this culture is dominated and advanced by political power having its seat first in the Greek and afterward in the Italian peninsula; and (*c*) a Germanic period, when the control and further development of this culture passes into the hands of the Germanic peoples of central and western Europe.

Bibliography for Section 1. Introduction. — After the abundance of material cited in the three manuals, a few references only need be given here, for the sake of emphasizing specially helpful works or excellent works which have appeared since the manuals were edited. Hoernes's Primitive Man, and Haberlandt's Ethnology, in the "Temple Primer" series (London, Dent & Co., 1900), are excellent pocket manuals. Bourne's Teaching of History and Civics, in the American Teacher's Series (N.Y., Longmans, 1902), is an indispensable companion for the teacher, and supersedes much older literature. Chapters i and v, on "The Meaning of History" and "The Value of History," are specially helpful for this section.

Notes on Section 2. Egypt. — Mariette's Outlines of Ancient Egyptian History (translated and edited by Mary Brodrick, N.Y., Scribner, 1892), and Maspero's Life in Ancient Egypt and Assyria (N.Y., Appleton, 1892), are recent and excellent small manuals.

Petrie's History of Egypt (2 vols., 12mo, N.Y., Scribner, 1896) is an invaluable and authoritative collection of original source-material, profusely illustrated. Amelia B. Edwards's Pharaohs, Fellahs, and Explorers (N.Y., Harper, 1891), and Sir Alfred Milner's England in Egypt (London, Guildford, 7th ed., 1899), are helpful for modern conditions. Budge's History of Egypt from the neolithic period to the death of Cleopatra (8 vols., Oxford, 1902) is the latest comprehensive work.

Notes on Section 3. The Tigris-Euphrates Valley. — Myers's Eastern Nations and Greece (also bound with Roman History in one volume as Ancient History, Boston, Ginn & Co.) treats the three states and their cultures separately, and with greater detail, than either West, Botsford, or Wolfson could allow themselves.

Goodspeed's History of the Babylonians and Assyrians (Historical Series for Bible Students, N.Y., Scribner, 1902), and Sayce's Babylonians and Assyrians (Semitic Series, N.Y., Scribner, 1899), and Hommel's Civilization of the East ("Temple Primer" series, London, Dent & Co., 1900), are new and excellent small popular manuals.

Rogers's History of Babylonia and Assyria (2 vols., 8vo, N.Y., Eaton and Mains, 1901, 2d ed.) is the latest and best authoritative compilation, with full history of modern excavations.

Monumental and costly illustrated popular works are Maspero's Dawn of Civilization, Struggle of the Nations, and Passing of the Empires (3 vols., large 8vo, N.Y., Appleton, 1894–1900). An old standard work of monumental character is Duncker's History of Antiquity (Evelyn Abbott's translation from the German, 6 vols., 8vo, London, Bentley, 1877–1882).

Notes on Sections 4 and 5, Syria; and 6, Media and Persia. — For the physical geography and earliest inhabitants of Syria, Paton's Early History of Syria and Palestine (Semitic Series, N.Y., Scribner, 1901) is the best recent small manual.

On the vexed question of the "Hittites" and their "forgotten empire," the fairest statement of the latest knowledge may be found in the monumental work of McCurdy, History, Prophecy, and the Monuments (2 vols., 8vo, London and N.Y., Macmillan, 1894), I, pp. 190–205.

For the Hebrews, Myers's Eastern Nations and Greece, pp. 107–119, gives an excellent survey of political history; Hosmer's Story of the Jews (Story of the Nations Series, N.Y., Putnam, 1886) contains also Jewish history since the dispersion, and is written in sympathetic and attractive style; Kent's History of the Hebrew People (Vol. I, The United Kingdom; Vol. II, The Divided Kingdom. Historical Series for Bible Students, N.Y., Scribner, 1896, 1897), and Kent and Riggs's History of the Jewish People (Vol. III of the same series, The Babylonian, Persian, and Greek Periods, and Vol. IV, The Maccabean and Roman Period, 1899, 1900), are convenient and lucid small manuals. McCurdy's great work, referred to just above, is the best extended treatment of the subject.

On the Phœnicians (section 4), Rawlinson's Story of Phœnicia (Story of the Nations Series, N.Y., Putnam, 1889) is excellent and authoritative for longer reading than the manuals afford, and McCurdy, History, Prophecy, and the Monuments, I, pp. 42–47, gives a discriminating statement of the political principles of the Phœnicians as compared with other Semites.

The Lydians (section 7) receive rather stepmotherly treatment in the three manuals. Myers's Eastern Nations and Greece, pp. 128–132, at least devotes a short separate chapter to the subject.

Hommel's Civilization of the East (see Notes on 3), Chs. vii and viii, gives excellent condensation and arrangement of material for this section, and Wheeler's Alexander the Great (Heroes of the Nations Series, N.Y., Putnam, 1900), Ch. xii, is a peculiarly vigorous and graphic survey of the civilization and resources of the Persian Empire under Darius. Maspero's Passing of the Empires (see Notes on 3), pp. 323–328 and Chs. v and vi, gives admirable extended reading on the subject. For longer reading on Phœnicia, see Sayce, Ancient Empires of the East (N.Y., Scribner, 1884), or Maspero's Passing of the Empires (see references on section 3), pp. 323–342, and Ch. v. Herodotus (Rawlinson's translation), Bk. I, Chs. 6–94, shows what impressions this people made on the lively fancies of the Greeks.

Notes on Periods II–VII. Greece. — On the standard histories of Greece in English, see Mahaffy, Problems in Greek History, Chs. i–v; Freeman, Historical Essays, II, pp. 164–178,

Thirlwall's History of Greece is the best of the older and larger histories, and is complete to the Roman conquest; indeed, is most valuable for the periods following the ascendency of Macedon (American ed. in 2 vols., N.Y., Harper, 1860).

Grote's monumental work is less impartial and accurate than Thirlwall, and holds a brief for Athenian democracy; but it is still unsurpassed in many portions, always presents the literary evidence fully, and often has great literary power. It ceases to be so valuable when it treats the career of Alexander, with whose period it closes (4th English ed. in 10 vols., London, Murray, 1872. American ed. pub. by Harper. Also various cheap editions).

Curtius's History of Greece is especially strong in its appreciation of the artistic genius of the Greeks in all the forms of expression, but it is often visionary and does not include that most important period of Greek history which follows Philip of Macedon (Ward's translation from the German, 5 vols., Scribner, 1871–1874).

Among the later and larger histories of Greece, Evelyn Abbott's (as yet only three volumes have appeared, bringing the subject down to the Fall of the Thirty Tyrants) contains the results of the latest and best scholarship arranged with sound and independent judgment (N.Y., Putnam, 1888–1900).

Holm's masterly work is now translated from the German in four volumes (N.Y., Macmillan, 1894–1898), and is the best general and complete history of Greece in any language, bringing the subject down to the Roman imperial period, and exhibiting the sources fully and critically in appendices to the several chapters. Both Abbott and Holm contain the results of that careful criticism of sources which distinguishes the best historical study of recent years.

The best recent history of Greece in a single volume is that of Bury (N.Y., Macmillan, 1900). It is intended for general use, and is not therefore hampered by the restrictions of a school manual. It is attractively written, advanced and often daringly radical in its views, freely and helpfully illustrated. It closes, however, with the conquests of Alexander. A new and somewhat enlarged and revised edition in two volumes is also published (N.Y., Macmillan, 1902).

Harrison's Story of Greece (Story of the Nations Series, N.Y., Putnam, 1888) is based on the Greek historians, as far as possible,

avoiding modern criticisms and speculations, and is a vivid, dramatic narrative of the chief events down to the battle of Chæroneia (338 B.C.) as the Greeks themselves understood them.

Recent manuals of Greek history for school use, of varying methods and excellencies, and often supplementing each other desirably, are, in the order of their publication, Oman's (Longmans, 1891), Myers's (Ginn & Co., 1895), Brownson's (Smith's Smaller History of Greece revised, Harper, 1897), Botsford's (Macmillan, 1901), and Morey's (American Book Co., 1903). Botsford is particularly helpful in its incorporation of illustrative Greek literature, its lists of ancient sources and modern authorities, its specimens of outlines and topical surveys, and its chronological table.

An excellent and authoritative pocket manual of Greek history, embodying the results of the most recent and advanced scholarship, is that of Swoboda, in the "Temple Primer" series, translated from the German (London, Bent & Co., 1900). This gives full notices of the ancient sources.

For study of the ancient sources, then, Holm, Botsford, and Swoboda are most helpful of the works now mentioned which are devoted especially to Greek history. The three manuals of Ancient History, however, by West, Botsford, and Wolfson, which these outlines are designed to accompany, all incorporate more or less extended notices of and extracts from the ancient sources. The report of a special committee of the New England History Teachers' Association on Historical Sources in Schools (N.Y., Macmillan, 1902), and especially Part II, on Ancient History, will be found helpful in this connection. Fling's European History Studies, Vol. I, Greek and Roman Civilization (Ainsworth & Co., Chicago), present excellent source materials.

In the matters of bibliography, additional topics to stimulate reflection, further study, search or even "research" on the part of the pupil, suggestions for geographical study and map work, etc., etc., the three manuals of Ancient History mentioned above, and also Botsford's History of Greece, Goodrich's Topics on Greek and Roman History (N.Y., Macmillan, 1901), and Bourne's Teaching of History and Civics, Chs. xi–xiv, will all be found of great service to teachers and enterprising pupils.

It has not been thought necessary or advisable to make references in the Syllabus to all available manuals. Many are out of date and are wholly superseded by successors, and many lack authority. It is hardly worth while to read the same story over and over again in slightly varying phraseology. The best apparatus to accompany the school manual is really not extensive. Swoboda's primer, Bury's single-volume history (in spite of all its daring), and Holm's four-volume history, are all authoritative in their way, fresh and original in their treatment, and ample in their scope.

As companion volumes of moderate size, recent appearance, and authority for the study of Greek mythology, literature, art, political institutions, and private life, the following manuals may be mentioned: Steuding, Greek and Roman Mythology ("Temple Primer" series, London, Dent & Co., 1901); Fowler, History of Ancient Greek Literature (N.Y., Appleton, 1903); Tarbell, History of Greek Art (N.Y., Macmillan); Greenidge, Greek Constitutional History (N.Y., Macmillan, 1895); Gulick, Life of the Ancient Greeks (N.Y., Appleton, 1903); Jebb, Greek Literature (Primer, American Book Co.); Mahaffy, Old Greek Life (Primer, American Book Co.); Gardner, Ancient Athens (N.Y., Macmillan, 1902).

Sanborn's Classical Atlas (Boston, Benjamin H. Sanborn & Co., 1902) is a recent and excellent addition to our school apparatus.

Notes on Period VII. Empire of Alexander. — Brief Readings: West, pp. 214–224, has little incident and anecdote, but is specially good on the results of Alexander's work, defending and exalting his motives and character; Botsford, pp. 233–240, is less analytical and philosophical, and gives more incident, with a marked tendency to depreciate Alexander's motives and character; Wolfson, pp. 205–215, has a well sustained and even narrative of Alexander's career, holding a safe middle course in the estimate of motives and character; Swoboda, pp. 129–139, is a more colorless but minutely detailed account of Alexander's achievements.

Longer Readings: Any one of the special school manuals of Greek History (p. 51); Mahaffy's Survey of Greek Civilization (Meadville, Pa., Flood & Vincent, 1896, new ed., N.Y., Macmillan, 1899); Wheeler's Alexander the Great (Heroes of the Nations Series, N.Y., Putnam, 1900).

Extended Readings: Bury's and the larger histories of Greece (p. 50); Freeman's Alexander (a review of Grote's last volume), in Historical Essays, Vol. II; Hogarth's Philip and Alexander of Macedon (N.Y., Scribner, 1897); Dodge's Alexander the Great (Great Captains Series, Boston, Houghton, Mifflin & Co., 1890), from the standpoint of the student of military history.

For the Græco-Oriental world of Alexander, and Hellenistic Culture, Holm's fourth volume is indispensable for extended reading.

Sources: Except in the case of inscriptions, the contemporary accounts of Alexander's career — such as the history of Callisthenes, the memoirs of Ptolemy and Aristobulus, the letters of Alexander himself, and the journals of his court — are preserved for us only as later writers have used them and given them to us. Most careful in his selection of authorities is Arrian, in his Anabasis of Alexander (a literary imitation of Xenophon's Anabasis), and Indice (both in Chinnock's translation, Bohn's Library, London, Bell, 1893). Far more voluminous in his citations, and on the whole reasonably critical in what he accepts as true, is Plutarch in his Alexander. His Phocion and Eumenes also contain much authentic material bearing on the career of Alexander.

Notes on Periods VIII–XII. Rome and the Transition to the Mediæval Empire. — On standard histories of Rome in English (Niebuhr, Arnold, Lewis, and especially Mommsen), see Freeman's Historical Essays, II, pp. 284–317.

The most comprehensive, and at the same time most popular in its character, of the larger histories of Rome is that of Duruy, in six large and profusely illustrated volumes, extending from the earliest times to the death of Diocletian (313 A.D.), translated from the French, and edited, or rather introduced, by Mahaffy (London, Kegan Paul, 1883–1886, and in a cheaper American edition, Estes & Lauriat). As regards the method of this work, it aims to follow that of Niebuhr and Arnold; *i.e.* it uses the legendary material in Roman history as suggestive aid in reconstructing a coherent account of the early periods.

In a similar spirit, though more critical and scholarly in its execution, is the work of Ihne, in five volumes, extending from earliest times to the death of Sulla (78 B.C.), a history of the Republic

(London, Longmans, 1871–1882). Merivale's History of the Romans under the Empire (down to the death of Marcus Aurelius, 180 A.D.) is the natural continuation of the work of Ihne (8 vols., London, Longmans, 2d ed., 1890). It closes at the point where the monumental work of Gibbon (see below) begins.

Long's Decline of the Roman Republic (from the destruction of Carthage in 146 B.C. to the death of Julius Cæsar in 44 B.C.) is a valuable complement to the closing volumes of Ihne and the opening volumes of Merivale (5 vols., London, Bell & Daldy, Geo. Bell & Sons, 1864–1874).

Mommsen's History of Rome (translated from the German, 5 vols., N.Y., Scribner, new ed., 1895) extends to the "military monarchy" of Julius Cæsar, and is therefore a history of the Republic only, but it is supplemented by two volumes on The Provinces from Cæsar to Diocletian (N.Y., Scribner, 1887). This is a work of the profoundest and most varied scholarship, and of deep insight, and is written with spirit and power. It rejects the legendary material entirely, except as it may be corroborative of deductions from historical institutions, gives few proofs or authorities for its positions, and is a partisan of monarchy.

For the later Empire, Gibbon's classic The Decline and Fall of the Roman Empire, covering the period from 180 to 1500 A.D. (edited last and best by Bury, in seven volumes; London, Macmillan, 1897–1903), is still authoritative, as well as a monument of historical style and method. But Bury's Later Roman Empire, treating the period from 395 A.D. to 800 A.D., is an able and sufficient successor to Gibbon (2 vols., London, Macmillan, 1889), so far as it goes. Hodgkin's Italy and Her Invaders (8 vols., Vol. I in two parts, Oxford, Clarendon Press, 1879–1899, Vols. I–IV in a new edition, 1892–1896) is exhaustive and monumental for the period from 240 to 814 A.D.

Among smaller works on Roman History, two should be especially mentioned here because of their comprehensiveness: Merivale's General History of Rome from the foundation of the city to 476 A.D. (N.Y., Appleton, 1875), and Pelham's Outlines of Roman History, covering the same period, each in a single volume. The latter cites authorities, ancient and modern, and is admirably adapted to the

wants of the special student (N.Y., Putnam, 1893). Two other convenient manuals are: How and Leigh's History of Rome (to the death of Cæsar; London, Longmans, 1896); and Shuckburgh's History of Rome (to the battle of Actium; N.Y., Macmillan, 1894); but they do not cover the period of the Empire, and are not so authoritative as Pelham.

Among the many handbooks of Roman History prepared especially for use in schools and colleges, both in England and this country, the more recent, of varying methods and excellencies, and often supplementing one another desirably, are, in the order of their publication; W. F. Allen's Short History of the Roman People (to 476 A.D.; Boston, Ginn & Co., 1890); Wells's Short History of Rome (to the death of Augustus; London, Methuen, 1896, 2d ed., 1898); Myers's Rome: Its Rise and Fall (to 476 A.D.; Boston, Ginn & Co., 1900): Botsford's History of Rome (to the Empire of Charlemagne, 800 A.D.; N.Y., Macmillan, 1901); Morey's Outlines of Roman History (American Book Co., 1901); Fairley's Seignobos's History of the Roman People (to the Empire of Charlemagne; N.Y., Holt, 1902). An excellent and authoritative pocket manual, corresponding in method and character to Swoboda's Greek History, is Koch's Roman History (to 476 A.D.; "Temple Primer" series, London, Dent & Co., 1900).

The best brief manual for the period from 476 to 800 A.D. is Emerton's Introduction to the Middle Ages (375–814 A.D.; Boston, Ginn & Co., 1888). Oman's Dark Ages covers the period 476–918 A.D. (Periods of European History, N.Y., Macmillan, 3d ed., 1898).

Quite recent, but very brief on the period before 800 A.D., are Robinson's Introduction to the History of Western Europe (Boston, Ginn & Co., 1903), extending to 1902 A.D.; and Munro's History of the Middle Ages (N.Y., Appleton, 1902), extending to 1300 A.D.

As companion volumes of moderate size, recent appearance, and authority for the study of Roman Mythology, literature, art, political institutions, and private life, etc., etc., the following manuals may be mentioned: —

Abbott, Roman Political Institutions (Boston, Ginn & Co., 1901); Greenidge, Roman Public Life (N.Y., Macmillan, 1901); Steuding.

Greek and Roman Mythology (see p. 52); Fowler, History of Roman Literature (N.Y., Appleton, 1903); Reber, History of Ancient Art (N.Y., Harper, 1882); Granrud, Roman Constitutional History (Boston, Allyn & Bacon, 1902); Johnston, Private Life of the Romans (Chicago, Scott, Foresman & Co., 1893); Preston and Dodge, Private Life of the Romans (Boston, Sanborn, 1893); Lanciani, Ruins and Excavations of Ancient Rome (Boston, Houghton, Mifflin, 1897). There is no manual of Roman art corresponding to Tarbell's History of Greek Art.

There are no contemporary sources for the early period, like the Homeric poems for the monarchical period in Greek history, but legends and traditions thrown into attractive literary form by Livy, Dionysius of Halicarnassus, Diodorus Siculus, and Strabo, all writers of the Augustan period. Book I of Livy's History of Rome, Books I–IV of Dionysius's Antiquities of Rome, and Books V and VI of Strabo's Geography, show what the Romans of the Augustan age liked to believe about their early history. Livy's first book has an undying charm, and is woven into the thought and literature of all succeeding ages. Plutarch's Lives of Romulus and Numa contain the legends of these kings in a somewhat different and sometimes earlier form than that which Livy gives them, but for the most part no earlier than the generation before Livy (Varro and Valerius Antias), and never earlier than the third century B.C. (Fabius Pictor); for these writers would seem to have been the chief sources of Plutarch when he did not use Dionysius himself. Macaulay's Lays of Ancient Rome cast some of the early Roman legends into popular poetical form.

Convenient collections of extracts from the sources will be found in Botsford's Story of Rome as the Greeks and Romans Tell It (N.Y., Macmillan, 1903); in Munro's Source Book of Roman History (Boston, Heath, 1904); and in Fling, Studies in European History, I, Greek and Roman Civilization (Chicago, Ainsworth). See also Part II of Historical Sources in Schools (cf. above, p. 45).

A SMALL SCHOOL LIBRARY IN ANCIENT HISTORY

HOLM, History of Greece. 4 vols., Macmillan, $10.00.

BURY, History of Greece. Macmillan, $1.90.

MAHAFFY, Survey of Greek Civilization. Macmillan, $1.00. (His Old Greek Life is also useful. American Book Co., 35 cents.)

GULICK, The Life of the Ancient Greeks. Appleton, $1.40.

JEBB, Greek Literature. American Book Co., 35 cents.

TARBELL, History of Greek Art. Macmillan, $1.00.

MOMMSEN, History of Rome. 5 vols., Scribner, $10.00.

PELHAM, Outlines of Roman History. Putnam, $1.75.

HOW AND LEIGH, History of Rome to the Death of Cæsar. Longmans, $2.00.

BURY, Student's History of the Roman Empire. American Book Co., $1.50. (CAPES, The Early Empire, and The Age of the Antonines, may be substituted; "Epochs of Ancient History," Longmans or Scribner, $1.00 each).

PRESTON AND DODGE, Private Life of the Romans. Sanborn, $1.00 (paper, 40 cents).

EMERTON, Introduction to the Middle Ages. Ginn, $1.12.

HERODOTUS, Rawlinson's translation edited by Grant, 2 vols. Scribner, $3.50. (Cary's translation is cheaper and poorer; Macmillan, $1.00.)

THUCYDIDES, Jowett's translation, edited by Peabody. Lothrop, $2.00. (Dale's translation is poorer; with notes, Macmillan, $2.00; without notes, American Book Co., 75 cents.)

PLUTARCH, Lives, the so-called Dryden translation, revised by Clough. Little, Brown & Co., $2.00.

BOTSFORD, The Story of Rome as Greeks and Romans Tell It. Macmillan, 90 cents. *Or* MUNRO, Source Book of Roman History. Heath, $1.00.

FLING, Studies in European History, I, Greek and Roman Civilization. Ainsworth, 60 cents.

SANBORN'S Classical Atlas. Sanborn, $1.75.

TOZER, Classical Geography. American Book Co., 35 cents.

(The prices given are those in the publishers' lists. For a school library, the above books can be purchased through a bookseller at a cost of $35.00 to $40.00.)

NOTE. — Some schools may prefer to substitute for Holm and Mommsen the Epochs of Ancient History (10 volumes, omitting the one on Troy. Longmans or Scribner, $1.00 each). In that case the money saved may be advantageously spent for the following books, which should in any case be accessible to pupils wherever possible: —

HOMER, Iliad, translated by Lang, Leaf, and Myers. Macmillan, 80 cents.

HOMER, Odyssey, translated by Butcher and Lang. Macmillan, 80 cents.

GREENIDGE, Handbook of Greek Constitutional History. Macmillan, $1.25.

ABBOTT, Roman Political Institutions. Ginn, $1.50.

LANCIANI, Ruins and Excavations of Ancient Rome. Houghton, $4.00.

WHEELER, Alexander the Great. Putnam, $1.60.

FOWLER, Julius Cæsar. Putnam, $1.60.

GENERAL SURVEY OF THE FIELD

ANCIENT HISTORY TO 800 A.D.

Per cent of total No. Exercises.			Per cent of total No. Exercises.
8	I. The Oriental Nations.	1. Introduction: scope and course of Ancient History.	1
		2. Egypt, 5000(?)–525 B.C.	2
		3. The Tigris-Euphrates Valley, 5000, or earlier, –538 B.C.	1
		4. Syria (I) The Phœnicians.	1
		5. Syria (II) The Hebrews.	1
		6. Media and Persia, 850(?)–514 B.C.	1
		7. Summary and review of the Oriental nations.	1
7	II. Ancient Hellas: early development. 2000(?)–750 B.C.	8. The land and the Ægean basin.	2
		9. The people: migration and expansion.	1
		10. The Epic, or "Homeric," Age, 1000–750 B.C. (approximately).	2
		11. "Greek reconstruction of early history."	1
		12. The states, and the beginnings of leagues.	1
8	III. State and national development in Greece to the Foreign Wars, 750–500 B.C.	13. Age of colonial expansion.	1
		14. Order of political evolution.	1
		15. Growth of Sparta: a military aristocracy.	2
		16. Growth of Athens: progress toward democracy.	3
		17. Intellectual progress of Hellas, 500 B.C.	1
		18. Bonds of union.	

GENERAL SURVEY OF THE FIELD — *Continued*

ANCIENT HISTORY TO 800 A.D.

Per cent of total No. Exercises.			Per cent of total No. Exercises.
5	IV. Foreign Wars of the Greeks: independence. 560–479 B.C.	19. Lydian and Persian conquests in Asia Minor.	1
		20. Scythian expedition and Ionic revolt.	
		21. The Persian Invasion, 492–479 B.C.	3
		22. "The Punic Invasion," 485–480 B.C.: Carthaginians in Sicily.	1
5	V. The Preëminence of Athens, 479–431 B.C.	23. The Delian League and the Athenian Empire, 477–461 B.C.	2
		24. The Periclean Age and the Athenian Democracy, 461–431 B.C.	2
		25. Intellectual life; the Athenian genius.	1
10	VI. Wars between the Greek States: a Century of Strife, 461–362 B.C.; the Macedonian Invasion.	26. The Athenian attempt at land empire, 461–445 B.C.	1
		27. The Peloponnesian War, 431–404 B.C.	2
		28. The new learning.	1
		29. The hegemony of Sparta, 404–371 B.C.	1
		30. The attempted hegemony of Thebes, 371–362 B.C.	1
		31. The Western Greeks, 410–300 B.C. (approximately).	1
		32. Literature and art, 400–350 B.C.	1
		33. The rise of Macedon, 359–336 B.C.	2

GENERAL SURVEY OF THE FIELD — *Continued*

ANCIENT HISTORY TO 800 A.D.

Per cent of total No. Exercises.			Per cent of total No. Exercises.
5	VII. The Empire of Alexander; "The Mingling of the East and West." 336–146 B.C.	34. The career of Alexander: conquests, character, and achievements. 336–323 B.C.	2
		35. The Hellenistic period: disintegration of Alexander's Empire; the Hellenistic kingdoms and Hellenistic culture. 323–146 B.C.	2
		36. Greece to Roman intervention; attempts at federal government. 280–200 B.C.	1
10	VIII. Early Rome; and the Roman Republic to its supremacy in Italy. 753(?)–264 B.C.	37. The land and the people.	2
		38. Early Rome: sources of our knowledge; the legends and their value.	1
		39. Regal Rome: government, religion, and society.	1
		40. The early Republic: struggle between the classes; triumph of the plebeians. 509(?)–286 B.C.	3
		41. The early Republic: the establishment of Rome's supremacy in Latium; wars with its neighbors. 509(?)–338 B.C.	1
		42. The conquest of Italy: wars with the Samnites and Greeks; organization. 338–264 B.C.	2

GENERAL SURVEY OF THE FIELD — *Continued*

ANCIENT HISTORY TO 800 A.D.

Per cent of total No. Exercises.			Per cent of total No. Exercises.
8	IX. Rome becomes supreme in the Mediterranean Basin, 264–133 B.C.	43. The struggle with Carthage for Sicily: the First Punic War, 264–241 B.C.	2
		44. "The extension of Italy to its natural boundaries;" wars in Africa and Spain. 241–218 B.C.	1
		45. The struggle between Rome and Carthage for the supremacy in the West: the Second and Third Punic Wars. 218–133 B.C.	3
		46. Rome becomes supreme in the eastern Mediterranean: conquest of Greece and Asia. 216–133 B.C.	2
15	X. The Ancient World under Roman Rule during the change from the Republic to the Monarchy, 133–31 B.C.	47. The organization of Rome's foreign conquests: the provincial system.	1
		48. The effects of conquests and the provincial system upon society, politics, and manners.	2
		49. The revolutionary attempts at reform under the Gracchi, 133–121 B.C.	2
		50. "The rule of the restoration"; victories of Marius; Social War. 121–88 B.C.	2
		51. The struggle between Marius and Sulla; reëstablishment of senatorial rule. 88–79 B.C.	1
		52. Pompey and Cæsar: affairs in the East and at Rome; Cæsar in Gaul; Civil War. 79–48 B.C.	4
		53. The rule of Cæsar, 48–44 B.C.	1
		54. The struggle for the succession, 44–31 B.C.	1
		55. Roman culture and society in the "Ciceronian Age."	1

GENERAL SURVEY OF THE FIELD — *Continued*

ANCIENT HISTORY TO 800 A.D.

Per cent of total No. Exercises.			Per cent of total No. Exercises.
10	XI. The Ancient World under the Roman Empire, 31 B.C.–375 A.D.	56. The establishment of the Empire: constitution; frontiers. 31 B.C.–14 A.D.	2
		57. The Julian and Flavian Cæsars, 14–96 A.D.	2
		58. The Roman Empire under the "Good" Emperors, 96–180 A.D.	2
		59. The Roman Empire under the Soldier Emperors, 180–284 A.D.	1
		60. The Roman Empire under the Absolute Emperors, 284–375 A.D.	1
		61. The rise and triumph of Christianity.	2
9	XII. The Transition Period: from Ancient to Mediæval History, 376–800 A.D.	62. The invasions, and the fall of the Western Empire, 376–476 A.D.	2
		63. The West: continued invasions, and formation of Germanic States. 476–774 A.D.	1
		64. The East: one Emperor (Constantinople); a new prophet. 476–732 A.D.	1
		65. "The rise of the Christian Church."	2
		66. The growth of the Frankish power: a new Emperor. 486–800 A.D.	2
		67. Retrospect, from the Euphrates to the Rhine.	1

OUTLINE OF ANCIENT HISTORY

I. The Oriental Nations.

1. INTRODUCTION: SCOPE AND COURSE OF ANCIENT HISTORY

General References:

Fisher, Brief History of the Nations, 1–14. Fisher, Outlines of Universal History, 1–16. Myers and Allen, Ancient History, 1–13, presents views long and generally held. West, Ancient History, 1–10, is advanced and radical. Botsford, Ancient History for Beginners, 1–4, is conservatively fresh, though very brief. Wolfson, Essentials of Ancient History, 11–22.

(N.B. — *Much of this is still debatable ground, and neither teacher nor pupil should expect to get anything more than a convenient working hypothesis.*)

a. Relative value of historic studies. Freeman, Methods of Historical Study, Lecture II. Harrison, Meaning of History, Chs. i and ii. Bourne, Teaching of History and Civics, Chs. i and v.[1]

b. Races of men. West, Ancient History, 6–10. Tylor, Anthropology, Ch. i, especially pp. 1–25 (Appleton ed., 1898). Hommel, Civilization of the East (Temple Primer), 25–27.

(1) Difficulty of determining original and secondary races.

(2) Philology and history. Felton, Ancient and Modern Greece, 3–8. Sweet, History of Language (Temple Primer), Ch. i, 12 pages; Ch. vi, 102–106.

(3) Arbitrary classification by color. Tylor, Anthropology, 56, 66–74; 87–113 (illustrated).

c. Caucasian or White race; probable mixed origin and assumed subdivisions. Tylor, Anthropology, 156–161.

d. Location and progress of the historic nations: east to west. Wolfson, 11–22; Curtius, History of Greece, I, 47–49. Fisher, Brief History of the Nations, 12–14. Adams, Mediæval Civilization (Primer), 8–9. Adams, European History, 5–6.

[1] Smaller type is for advanced pupils. See **Introduction**, p. 45.

e. Arbitrary divisions of ancient history: Oriental, Classical, and Germanic periods. Wolfson, 22. West, 3–6.

Additional Topics:

A. Ancient Geography. Tozer, Classical Geography (Primer), Ch. i.

B. Physical Geography of the East. Hommel, Civilization of the East, 6–24.

Imaginative Literature: Waterloo, Story of Ab.

2. EGYPT, 5000(?)–525 B.C.

General References:

Botsford, Ancient History for Beginners, 3–14. Adams, European History, 7–10. Rawlinson, Story of Ancient Egypt, 23–45 (People). Erman, Life in Ancient Egypt, Ch. iii. Maspero, Life in Ancient Egypt and Assyria, Chs. i–x.

(N.B. — *The arrangement of Egyptian history by native "dynasties" is confusing to beginners and should be avoided.*)

a. The Nile region.

(1) Physical features and their influence. Botsford, Ancient History, 4. Wendel, History of Egypt (Primer), 7–9, 21–22. West, 15–17. Tozer, Classical Geography, 44–47. Myers and Allen, Ancient History, 15–17. Rawlinson, Story of Ancient Egypt, 1–22. Petrie, History of Egypt, I, 4–7,[1] Sayce, Ancient Empires of the East, 1–5.

(2) Remains of ancient civilization. Myers and Allen, 41–56. Maspero, Manual of Egyptian Archæology, Ch. ii, § 2; and Ch. iii (Temples and Tombs). Note illustrations in Rawlinson, History of Ancient Egypt.

b. The people and their political history.

(1) Supposed origin. Wendel, History of Egypt (Primer), 22. Petrie, History of Egypt, I, 11–13, 14–15. Sayce, Ancient Empires, 5–7.

(2) Political development: Pharaohs of Memphis;

[1] REMARK. — In this outline, the large Roman numeral is regularly used to indicate the volume, and the Arabic figure the page; *e.g.* Petrie, I, 4–7, refers to Petrie, Vol. I, pp. 4–7.

Pharaohs of Thebes; The New Empire — Sais. West, Ancient History, 17–22. Wolfson, Essentials of Ancient History, 24–28. Sayce, Ancient Empires, 14–58. For dynastic lists, Petrie, I, 16–29 (critical and weighty).

(3) Successive invasions of Egypt. Adams, European History, 8–9. Wendel, 54, 62–64, 98–100, 114–117, 120–121, 130, 134–135, 156–158. Rawlinson, Story, 134, 255–275, 396 and following.

c. Civilization.

(1) Classes and occupations. Wendel, 19. Rawlinson, Story, 60–64. West, 22–27. Sayce, Ancient Empires, 85–89. Erman, Life in Ancient Egypt, Ch. viii. Maspero, see above under general references. For "Early Strikes," Wendel, 100–101, 104, and West, 38. On political corruption, Wendel, 103–104.

(2) Arts, sciences, and literature. West, 27–32. Wolfson, 28–29. Wendel, 13–16. Tylor, Anthropology, 20–23. Sayce, Ancient Empires, 72–85. Maspero, Egyptian Archæology, Ch. v.

(3) Religion. Myers and Allen, Ancient History, 34–41. West, 32–37. Wendel, 23–25 (and in detail through page 30). Maspero, Dawn of Civilization, 180–200. Hommel, 39–43.

Source: Herodotus, Bk. II, Chs. 37–97.

d. Special contributions to European culture. Wolfson, 32–34. Myers and Allen, 49–56. Wilkinson, Ancient Egyptians, I, 3. Sayce, Ancient Empires, 72–80.

Sources: Herodotus, Bk. II, Chs. 149–152 (accession of Psammetichus; cf. Grote, History of Greece, III, Ch. xx, 325–326). Herodotus, Bk. II, 99, and following (Menes); II, 19–34 (inundations and sources of the Nile; cf. Myers and Allen, note, p. 21). The Bible, Ezekiel, Chs. xxix–xxxii. West's "Illustrative Extracts," following the chapters in his Ancient History, are most helpful. Rawlinson, Egypt and Babylon, from Sacred and Profane Sources. Petrie, History of Egypt, has literal translations of inscriptions, etc., which could be used with advanced pupils.

Additional Topics:

A. Obelisks. Rawlinson, History of Ancient Egypt, I, 223, 234, 240–242, 252; II, 59, etc.; for examples and pictures, see index.

B. Ancient and modern irrigation systems. Wendel, 55–57. Rawlinson, History of Egypt, I, 171–173; and Story of Ancient Egypt, 114–120. Milner, England in Egypt, 280–322. Petrie, I, 190–191 (Lake Mœris).

C. The Sphinx. Petrie, I, 51–53. Rawlinson, Story of Ancient Egypt, 92–94. Lenormant, Ancient History of the East, I, 331 and following.

D. Sources of Egyptian History. Wendel, 12–20. Hommel, 2–6.

Imaginative Literature: Georg Ebers, Uarda (14th century B.C.), and Daughter of an Egyptian King (6th century B.C.).

3. The Tigris-Euphrates Valley, 5000, or earlier, –538 B.C.

General References:

Morey, Outlines of Greek History, 32–45. West, Ancient History, 40–56. Fisher, Brief History of the Nations, 37–45, brief and clear. Botsford, Ancient History, 15–25. Myers and Allen, Ancient History, 57–106. Maspero, Dawn of Civilization, Chs. vii–ix; Passing of the Empires, Chs. i–v.

a. The land.

(1) The two rivers and their influence. Myers and Allen, 57–58. West, 40–42. Sayce, Ancient Empires, 90–92. Tozer, Classical Geography, 26–30. Hommel, 9–12.

(2) Sources, remains, and relative antiquity of civilization. Myers and Allen, 64, 65, 88–94, 101–105. Rawlinson, Ancient Monarchies, I, 41–47.

b. The people.

(1) Supposed origin. West, 46. Myers and Allen, 59, 76, 84. Maspero, Dawn of Civilization, 565–572.

(2) Cities: Ur, Nineveh, Babylon. West, 42–45, 52.

Sayce, Ancient Empires, 92–99, and for geography, in general.

(3) Successive empires and wars: Chaldæan (3800–1250 B.C.); Assyrian (1250–606 B.C.); Babylonian (606–538 B.C.). Wolfson, 36–41. Myers and Allen, 60–63, 76–83, 96–101. For details, Boughton, History of Ancient Peoples, Part IV, Ch. iv; and Sayce, 99–145. Hommel, see contents.

c. Civilization.

(1) Classes and industries: mode of life. West, 51. Sayce, Babylonians and Assyrians, Chs. ii, iii, v. Maspero, Life in Ancient Egypt and Assyria, Chs. xi–xx. See also *d* below.

(2) Arts and sciences. Tylor, Anthropology, 22. Wolfson, 43, 46. Myers and Allen, 74–75. West, 46–50, 52. Rawlinson, Ancient Monarchies, 41–47. See *a*, (2) above.

(3) Religion and literature. West, 53–56. Wolfson, 41–43, 45, 46. Myers and Allen, 65–74, 85–87, 92–94. Hommel, 30–35.

d. Special contributions to European culture. Morey, Greece, 44. Myers and Allen, 75, 84–95. Sayce, Ancient Empires, 157–178.

Sources: The Bible: Jeremiah, Ch. xxvii; Daniel, Chs. i–iv (for Nebuchadnezzar); Daniel, Ch. v; 2 Kings, Ch. xviii (for Sennacherib of Assyria and Hezekiah). Herodotus, Bk. I, 178–183 (Babylon); I, 188–191 (Cyrus takes the city). See index to Rawlinson, Egypt and Babylon from Sacred and Profane Sources.

Additional Topics:

A. Ur of the Chaldees. Rawlinson, Origin of Nations, 39–40. Boughton, History of Ancient Peoples, 438. The Bible, Genesis, Ch. xi, 31–Ch. xii, 1–5.

B. The long duel between Babylon and Nineveh. Boughton, 450–487. Sayce, Ancient Empires, 99–145.

C. The uses of clay in the Tigris–Euphrates culture. Sayce, 164. Rawlinson, Ancient Monarchies, I, 87–92; Origin of Nations, 44–45 (cf. Genesis xi, 3.)

D. The hanging gardens of Babylon, and the walls. Boughton, 500–503. Duncker, History of Antiquity, III, 368–369, 376–383.

E. The Fifth Chapter of Daniel.

Imaginative Literature: Ward, The Master of the Magicians (6th century B.C.). W. S. Davis, Belshazzar.

4. Syria (1) The Phœnicians.

General References:

McCurdy, History, Prophecy, and the Monuments, I, 42–47. Maspero, Struggle of the Nations, 3–19, 120 ff. Sayce, Ancient Empires of the East, Ch. iii, 181–209. Grote, History of Greece, Ch. xviii (Vol. III, 181–212). Rawlinson, Origin of Ancient Peoples. 48–65, is especially good. Article "Phœnicia" in Encyclopædia Britannica. Rawlinson, Story of Phœnicia.

a. The land and the people. Tozer, Classical Geography, 34–35. Hommel, 14–15, 18–19.

(1) Origin and character. Myers and Allen, Ancient History, 120–121. Harrison, Story of Greece, 122–123. Lenormant, Ancient History of the East, Bk. VI, Ch. i, quoted conveniently in Larned, History for Ready Reference, IV, 2530.

(2) Cities: Tyre, Sidon. Myers and Allen, 123. Wolfson, 51–54. Grote, Greece, Ch. xxi (III, 342–348). Tozer, 35.

b. Enterprises and influence.

(1) Commerce: sea-routes and colonies, Carthage. Myers and Allen, 122–124. Wolfson, 54–57. Sayce, Ancient Empires, 207–209. Larned, History for Ready Reference, IV, 2532–2533. Rawlinson, Story of Phœnicia, Ch. xviii.

(2) Dissemination of arts and alphabet. West, 58, 59. Myers and Allen, 124–127. Sayce, Ancient Empires, 203–207. Lenormant, Ancient History of the East, II, Bk. VI, Ch. iv.

Sources: The Bible, Ezekiel, Chs. xxvi–xxvii (the exaltation of Tyre). Strabo, Bk. XVI, Ch. ii, §§ 21–33.

Thucydides, Bk. I, Chs. 8, 13, 16, 100; VIII, Chs. 81, 87. Herodotus, Bk. I, Ch. 1; II, Ch. 54; IV, Ch. 192; II, Ch. 44; VII, Ch. 89; for interesting, if detached, facts. Josephus, Antiquities, Bk. VIII, Chs. 3, 5.

5. Syria (II) The Hebrews.

General References:

Duruy, Ancient History (translated by Grosvenor), 38–44. Botsford, Ancient History, 27–31. Hommel, Civilization of the East, 50–52, 58, 75 ff., 80, and *passim*. Lenormant, Ancient History of the East, I, Bk. II.

a. The people and their homes.

(1) Origin and character. Myers and Allen, Ancient History, 7, 107. Tozer, Classical Geography, 31–34; 36–43.

(2) Successive locations: nomadic life, Egypt, Canaan. Myers and Allen, 107–110. Hosmer, Story of the Jews, 12–22. Kent, History of the Hebrew People, Part I, Ch. iv ("The Two Kingdoms").

(3) Political development: Patriarchs, Judges, Kings, the two Kingdoms, the Captivities, the Restoration. West, 61–63. Fisher, Brief History of the Nations, 48–53. Myers and Allen, 111–116. Morey, Greece, 60–65. Kent, Part II, Ch. viii.

Note. — It is suggested to the teacher that helpful studies of early patriarchal life may be made in the story of Abraham, and of tribal government in the record of the Judges. Genesis xii–xiv; xxiv (Rebekah). Judges iv, v (Deborah).

b. Religion, literature, and world-influence. Myers and Allen, 117–118. West, 63–64. Hosmer, Story of the Jews, 74–93 ("The Beauty of Holiness"), and 1–8. Kent, History of the Hebrew People, Part II, Ch. viii, 105–110. Boughton, History of Ancient Peoples, II, Pt. IV, Ch. iii, 420–427.

Sources: The Old Testament (the books of Ezra and Nehemiah are excellent for source-work). Josephus, Antiquities, X, 5, 1; X, 6, 1, for Nebuchadnezzar's conquest (cf. Jeremiah, Ch. xlvi, 2; 2 Kings, Chs. xxiii–xxiv).

The Talmud. Herodotus: mere geographical mention; Bk. VII, 89, is interesting.

Additional Topics:

A. Idolatry among the Hebrews. (Individual study in the Old Testament.)

B. The sanitary features of the Mosaic Law. Exodus, Chs. xix–xxiii.

C. The Levites. Josephus, Antiquities, III, xi, 1; IV, iv, 3; III, xii, 4.

D. Siege of Jerusalem by Titus. Tacitus, Histories, Bk. V. Josephus, Jewish War, Bk. VI. This topic might also be treated under the period of the Roman Empire.

E. Oriental Features in the reigns of David and Solomon. Hosmer, Story of the Jews, 20–28, 74–75. 1 Kings iv, 22–vi. and 2 Chronicles i–vii (the Temple).

F. Any one of the greatest of the Prophets — Isaiah, Jeremiah, Ezekiel, Amos — as revealed by his writings.

6. MEDIA AND PERSIA, 850(?)–514 B.C.

(A very general view here; more in detail under Greece.)

General References:

Duruy, Ancient History, 45–50. Harrison, Story of Greece, 268–285 (to Darius). Hommel, Civilization of the East, Chs. vii–viii. Wheeler, Alexander the Great, 187–207.

a. The land and the people.

(1) Origin and relations with neighbors. West, 66–67. Rawlinson, Five Great Monarchies, III, Ch. i; Origin of Nations, 96–106.

(2) Kings and their conquests: military development. Botsford, Ancient History, 31, 32. Myers and Allen, 133–141. Sayce, Ancient Empires, 234–247.

(3) Political organization under Darius. Myers and Allen, 144–145. West, 70–73. Sayce, Ancient Empires, 247–250.

Sources: The Bible, Daniel, Ch. vi. Herodotus, Bk. III, 88–89; 90–96, 97 (the divisions).

b. Civilization.

(1) Art. Myers and Allen, 148–151. Sayce, 270–272.

(2) Religion and literature. Myers and Allen, 145–148. Sayce, 256–270; 273. Hommel, 138–140.

(3) Morals. Botsford, Ancient History, 35. Rawlinson, Origin of Nations, 105–106. Sayce, 273–275.

Source: Herodotus, Bk. I, 130–136 (condition after corruption had set in).

c. Persia's contribution to European culture. West, 68–69. Morey, Greece, 169–173.

7. Summary and Review of the Oriental Nations.

General References:

Wolfson, 11–14. West, 74–75. For the Asiatic Greeks and the ancient nations: Curtius, History of Greece, II, 113–116; 120–122; 132–135; 157–165 (Scribner, 1892 ed.). Grote, History of Greece, III, Chs. xvi–xxi. Holm, History of Greece, I, 319–334. Herodotus, Bk. I, 141–144, 164–171.

a. General features of Oriental History: government, religion, economic life, science and arts, existing remains.

b. Comparisons and contrasts of the Nile and Euphrates cultures (by topics *a*, *b*, etc., and sub-topics already given in sections 2 and 3).

c. The blending of the two cultures.

(1) Entry into Egypt through Hyksos and Hebrews.

(2) Assyria and Egypt: conquests.

(3) Syria: mercantile exchange.

d. Transmission to West.

(1) Phœnicia.

(N.B. — *All the topics above, under 7, are by way of review and need no further references.*)

(2) Asia Minor: Lydia and Crœsus. Myers and Allen, 128–132. Morey, Greece, 66–67; 167–168. Harrison, Story of Greece (Nations), 252–267. Sayce, Ancient Empires of the East, 210–233. Holm, History of Greece, I, Ch. xxiii. Maspero, Passing of the Empires, 323–342, and Ch. v. Bury, History of Greece, 218–234.

Source: Herodotus, Bk. I, 6–94; I, 94 (coinage).

e. Consolidation: the Persian Empire (review).

Additional Topics:

A. The Hittites: "The Forgotten Empire." Morey, Greece, 66. Myers and Allen, 25–27, 76–77. Maspero, Struggle of the Nations, 3–19 (Syria); 341–368; and Index under Kheta. McCurdy, History, Prophecy, and the Monuments, I, 190–205. Sayce, Ancient Empires of the East, Ch. iv.

B. The source of Greek music. Grote, Greece, III, 212–215, 219 (in Ch. xvi and the first page of Ch. xvii).[1]

Map Work:

The Oriental nations, with boundaries and dates.

II. Ancient Hellas: Early Development. 2000(?)-750 B.C.

8. The Land and the Ægean Basin.

General References:

Bury, History of Greece, 1–5.[1] Botsford, Ancient History for Beginners, 41–48. Abbott, History of Greece, I, 1–23. Tozer, Classical Geography, 63–90. Oman, History of Greece, Ch. i. Holm, History of Greece, Ch. ii. Curtius, History of Greece, the whole of Chapter i. Kiepert, Manual of Classical Geography, 138–179.

a. Physiography.

(1) Diversity of features. Holm, I, 24–30. Oman, 1–10. Abbott, I, Ch. i, §§ 1–4 and 13–15.

(2) Climate and products. Oman, 5, 15. Curtius, I, 14–25.

(3) Contrasts with seats of Eastern culture already studied.

(4) Geographical advantages, and influence of the land on the people. Myers, History of Greece, 9–11. West, Ancient History, 78–81. Harrison, Story of Greece, 1–18.

b. Political divisions.

(1) States of the mainland. Morey, Outlines of Greek History, 74–77. Botsford, Ancient History, 42–47. Oman, 10–17.

(2) The Island-states: "Stepping-stones." Oman, 18.

[1] Note. — In this outline, all references to Bury, History of Greece, are to the one-volume edition; references to Grote are to reprint of 2d London edition.

Morey, 73. Myers, Greece, 8–9. Tozer, Classical Geography, 90–92.

Map Work:

Two outline maps of the Balkan peninsula, the Ægean and Black seas, and Asia Minor; one to show the physical features, the other to be kept as a progressive historical map throughout the study of Greece.

9. The People: Migration and Expansion.

General References:

West, Ancient History, 82–90 (very radical). Swoboda, Greece (Temple Primer), 1–5 (excellent). Botsford, History of Greece, 1–10, 21–29. Holm, History of Greece, Chs. i and vii. Tarbell, Greek Art, Ch. ii. Mahaffy, Survey of Greek Civilization, 22–40; and Social Life in Greece, Chs. ii and iii.

(N.B. — *Much of this is still debatable ground, and opinions are not settled; new light is constantly coming from excavations, especially in Crete.*)

a. "Pelasgians." Morey, Greece, 78, 93. Oman, Greece, 19–22 (antiquated). Holm, II, 44–47, 55–62.

b. Early and later Ægean culture as shown by archæology: Tiryns and Mycenæ (3d and 2d millennium B.C.). Morey, 86–94. Abbott, Greece, I, 40–49. Bury, Greece, 7–39. Gardner, New Chapters in Greek History, 64–67 (Mycenean Tombs).

c. Conquests by Greeks, coming in waves, 1500 B.C. on; fusion, expansion. Harrison, 79–81. Bury, 39–43 (with details, also 43–64).

d. Oriental influence, real and mythical. Bury, 76–79, 83. Curtius, I, 48–52. Harrison, Story of Greece, 122–128. Abbott, I, 49–57. Holm, I, 91–99.

Sources: Herodotus, Bk. I, 56–57, 146 (early peoples). Thucydides, Bk. I, §§ 2–8.

Additional Topics:

A. The ancient palace. Gardner, New Chapters in Greek History, Ch. iv. Odyssey, Bk. VII, 84 ff.

B. The life-work of Dr. Schliemann. Tsountas and Manatt, The Mycenean Age. Schuchhardt, Schliemann's Excavations Schliemann, Mycenæ; Tiryns; Troja.

o. THE EPIC, OR "HOMERIC," AGE, 1000–700 B.C. (approximately).

General References:

Morey, Outlines of Greek History, 94–104. Holm, Greece, I, 166–172. Abbott, I, 162–174. Curtius, I, 160–171. Timayenis, History of Greece, I, 25–35. Jebb, Greek Literature (Primer), 19–40.

a. The Source — Homer: historical and literary value. Myers, Greece, 501–503. Botsford, Greece, 10, 28, 96. Bury, Greece, 65–69. Jebb, Primer, 31–37. Freeman, Historical Essays, 2d Series, Lecture ii ("Mr. Gladstone's Homer and the Homeric Age"). Grote, Greece, Part I, Ch. xxi.

b. Social and political organization: the family and the government. Bury, Greece, 69–73. West, 90–96. Mahaffy, Survey, Chs. i and ii; and Social Life, Chs. ii and iii. Fustel de Coulanges, The Ancient City, 111–131. Gardner-Jevons, Greek Antiquities, 404–414.

c. Religion. Harrison, Story of Greece, 19–22; 32–44. Oman, Greece, 39–46. Bulfinch, Age of Fable, 1–14. Curtius, I, 61, 65–70. Holm, I, 122–134. Grant, Pericles, 12–38. Gayley, Classic Myths, 51–73.

d. The Trojan War and the return of the chiefs. Myers, Greece, 21–26. Jebb, Primer, 21–25. Harrison, 50–68; 69–76. Gayley, 284–302; 313–335.

e. The Dorian invasion, and the settlement of Asia Minor. Wolfson, Essentials of Ancient History, 70–71. Swoboda, Greece (Temple Primer), 8–12. Abbott, Greece, I, Ch. iii, §§ 1–4; Ch. iv, §§ 1–6 and § 10. Harrison, 111–121. Holm, I, 135–148, 154. Curtius, I, 115–122, 131–134, 142–144.

Sources: Homer, the Iliad and the Odyssey. Fling, European History Studies, I, No. 1. Historical Sources in Schools, pp. 34–35. West, Ancient History, 96, has admirable topics based on the Homeric poems.

Imaginative Literature: Hawthorne, Wonder-book; Tanglewood Tales. Kingsley, Greek Heroes. Charles Lamb, The Adventures of Ulysses.

Additional Topic:

Early Greek art. Tarbell, Greek Art, Ch. ii. Goodwin, Handbook of Greek Sculpture, Ch. i.

11. "Greek Reconstruction of Early History."

General References:

Bury, Greece, 79–84. Botsford, Greece, 103, note.

a. Genealogy: Hellenes and subdivisions. Morey, Greece, 79. Curtius, I, 38. Botsford, Greece, 103, note. West, 98–99. Oman, Greece, 22–24. Grote, I, 96–105, Ch. v.

b. Legends of local heroes: Heracles, Minos, Theseus, Jason, Œdipus. Myers, Greece, 15–21. Harrison, Story of Greece, 81–91 (especially Minos and Theseus). Curtius, I, 69–73. Holm, I, Ch. x. Grote, I, 340–461, Ch. xvi.

c. The Hesiodic poems (especially the Theogony). Oman, Greece, 39. Swoboda, 1. Jebb, Primer, 39–48, especially 44. Murray, Ancient Greek Literature, 53–62.

d. Chronology. Curtius, I, 169–171. Mahaffy, Problems in Greek History, Ch. v.

12. The States, and the Beginnings of Leagues.

General References:

West, 91–94. Bury, Greece, 72–75, 157, 161. Swoboda, 7–8, 10–28.

a. The thriving city centres before 700 B.C. Cox, The Greeks and the Persians, 4–10. Botsford, Greece, 20–29.

b. The City-state. Morey, Greece, 105–109. Fowler, The City-State of the Greeks and Romans, Chs. i–iii.

c. Amphictyonies. Botsford, Greece, as above. Curtius, I, 123–131. Grote, Part II, Ch. ii and beginning of Ch. iii (Vol. III, 243–253). See *additional topic C*, section 14.

Map Work:

On an outline map indicate by means of colors the Delian and Delphian Leagues (Botsford, Greece, map opposite page 29). Include also principal city-centres.

III. State and National Development in Greece to the Foreign Wars, 750–500 B.C.

13. Age of Colonial Expansion.

General References:

General accounts are all long and detailed and need to be cut. This lesson may be well treated by class-room drill on a large board-map.

Botsford, Ancient History, 65–72. Morey, Greece, 138–148, especially the list of colonies, 138.

Longer Accounts: Oman, Greece, 47–59; 81–93. Holm, I, 267–294. Abbott, Greece, I, 333–365. Freeman, Story of Sicily, Chs. ii, iv.

a. Causes of colonization. Bury, Greece, 86–89. Abbott, Greece, I, 353–358. Curtius, I, 432–433, 435–436.

b. Character and organization of a colony; connection with mother-city. Botsford, Greece, 39–40. Oman, Greece, 92–93. Bury, Greece, 87–88. Curtius, I, 496–500. Abbott, Greece, I, 355 and following. Harrison, 217–221.

c. Chief centres. Swoboda, 15–20. Botsford, Greece, 30–39. Curtius, I, 468–473.

Map Work.

The Mediterranean Basin, with principal colonies, distinguishing Ionian, Æolian, Dorian, and Achaean.

Sources: Thucydides, Bk. VI, 2–5 (for Sicily). Herodotus, Bk. II, 154 (for Naucratis); IV, 150 ff. (for Cyrene).

14. Order of Political Evolution.

General References:

Botsford, Greece, 64–70. Morey, Greece, 109–111. Holm, I, 251–263 (Ch. xx). Grote, Greece, III, 1–11. Greenidge, Handbook of Greek Constitutional History, 12–23, 60–73 (and all of Ch. ii).

a. Monarchy to aristocracy (oligarchy). Swoboda, 13–14. Fowler, The City-State, Ch. iv.

b. Tyrannies. Swoboda, 28–31. Holm, I, 305–315. Cox,

History of Greece, I, 39–46. Bury, Greece, 148–157. Abbott, Greece, I, 366–369, followed by accounts of tyrants in detail. Harrison, 129–136. Mahaffy, Social Life, 210–218; and Problems, Ch. iv. Greenidge, 27–33.

c. Democracies, or reversion to oligarchies (cf. sections 15 and 16).

d. Growth of popular discontent. Curtius, I, 265–267.

Additional Topics:

A. Polycrates. Harrison, 221–228. Oman, Greece, 132, 135. Herodotus, Bk. III, 120–128.

B. The Wooing of Agariste. Botsford, Greece, 64–65. Curtius, I, 284–288. Herodotus, Bk. VI, 126–131.

C. The Sacred War. Bury, Greece, 157–159. Curtius, I, 281–284. (This topic may be treated under Amphictyonies, section 12, *c*.)

5. Growth of Sparta: a Military Aristocracy.

General References:

Swoboda, 20–22; 25–28. Bury, Greece, 120–135. Oman, Greece, Chs. vii and viii. Abbott, Greece, I, 194–224. Grote, II, Part II, Ch. vi, 337–421 (Lycurgus).

a. Place and people. Morey, Greece, 112. Oman, 63–64. Grote, Part II, Ch. iv (Vol. II, 298–325).

b. Institutions and government; myth of Lycurgus. Morey, Greece, 113–115. Oman, 64–72. Harrison, 92–119. Gilbert, Constitutional Antiquities, 3–83. Gardner-Jevons, Greek Antiquities, Ch. iii (423–432).

Sources: Historical Sources in Schools, § 12. Fling, European History Studies, I, No. 3 (for *c*, also). Plutarch, Lycurgus.

c. System and aim of education; mode of life. Morey, Greece, 116–117. Timayenis, Greece, I, 64–74. Bury, 130–134. Curtius, I, 215–228. Felton, Ancient and Modern Greece, Course II, Lecture vii. Grote, Part II, Ch. vi (see Index).

d. Messenian wars; the Peloponnesian League. Morey, 118–120. Bury, 202–204. Curtius, I, 229–233; 239–242. Harrison, 205–216. Abbott, I, 259–263; 273–278. Holm, I, 193–200; 202–207.

Sources: See above, topic *b*. Fling, European History Studies, I, No. 3. For the War Songs of Tyrtæus, Jennings and Johnston, Half-hours with Greek and Latin Authors, 138–140. Aristotle, Politics, Bk. II, 5, 6, 8, 11 (Spartan Women). Compare Grote, II, 383–389, with Plutarch's Lycurgus.

Map Work:

Peloponnesus, showing Spartan sphere of influence, 500 B.C.

16. Growth of Athens: Progress toward Democracy.

General References:

Swoboda, 31–36. Morey, Greece, 120–135. Oman, Greece, Chs. xi and xii. Abbott, Greece, I, Ch. xiii.

a. Place and people; mythical monarchy. Bury, 163–171. Grant, Greece in the Age of Pericles, 66–70. Harrison, 48; 163–171. Holm, I, 376–386.

b. Eupatrid rule: Cylon and Draco. Bury, 171–180. Harrison, 182–192. Gardner-Jevons (see next topic). Botsford, Greece, 41–48.

c. Solon, "the Wise." Harrison, 172–181; 193–204. Bury, 180–192. Cox, Greeks and Persians, 77–85; Greek Statesmen, 1–31. Grant, 70–84. Gilbert, Constitutional Antiquities, 126–143. Gardner-Jevons, Greek Antiquities, 440–448 (Draco and Solon). Tabular view: Botsford, Ancient History, 87.

Sources: Aristotle, Athenian Constitution, 3–13. Herodotus, Bk. I, 29–33 (Solon and Crœsus).

d. Tyranny: Pisistratus and the Pisistratidæ. Bury, 192–200. Harrison, 229–240. Holm, I, 405–419. Gilbert, 144–153.

e. Cleisthenes' changes. Bury, 211–215. Grant, 84–92. Cox, Greek Statesmen, 61–71; Greeks and Persians, 89–99. Harrison, 241–251. Holm, I, 421–431. Abbott, I, 476–490; and for constitutional changes from Solon to Cleisthenes, 541–547 (based on Aristotle). Botsford, Athenian Constitution, 198–199 (citizenship), Ch. xi. Gardner-Jevons, Antiquities, 449–453 (Cleisthenes); 454–504 (details as to rights of citizens, magistrates, etc.).

Sources: Historical Sources in Schools, pp. 35-37. Aristotle, Constitution (Kenyon's translation), Chs. i–xxi. Herodotus, Bk. V, 66, 69–78 (for Cleisthenes).

17. Intellectual Progress of Hellas to 500 B.C.

General References:

West, 129–135. Botsford, Greece, 87–97 (and note questions, 347–348). Holm, I, Ch. xxiv.

a. Art. Morey, Greece, 154–158. Botsford, Ancient History, 109–111. Curtius, II, 66–71 (the temple); 71–82 (the orders, and plastic art). Tarbell, Greek Art, 113–159.

b. Poetry: the Lyric Age. Morey, Greece, 158–161. Murray, Ancient Greek Literature, 90–99 (Sappho); 109–116 (Pindar). Jebb, Primer, 49–69. Felton, Ancient and Modern Greece, I, Lectures ix, x.

c. Philosophy. Bury, 319–321; 316–318 (Pythagoras). Morey, Greece, 161–164.

d. Deepening religious sense. Botsford, Greece, 97–101. Bury, 311–316. Gardner, New Chapters in Greek History, Ch. xiii ("Eleusis and the Mysteries").

Sources: Historical Sources in Schools, §§ 11, 12, 13. Jennings and Johnston, Half-hours with the Greek and Latin Authors, 284–287 (Hesiod); 138–140 (Tyrtæus); 302–307, 493–495 (Pindar).

18. Bonds of Union.

General References:

Morey, Greece, 149–153. Curtius, II, Bk. II, Ch. iv ("The Unity of Greece"). Grote, II, 236–269.

a. Common language and ancestry.

b. Religion: temples, oracles, festivals.

c. Amphictyonies and political leagues. Botsford, Greece, 97–103. Holm, I, 224 and following. Abbott, Greece, II, 24–35. Curtius, I, 123–131. Grote, I, 100–101. For political condition of Hellas, 500 B.C., see Botsford, Greece, 105–106; Bury, 160–161.

d. Delphi and its priesthood. Holm, I, 230–236, 249. Curtius, II, 2–7; 20–28. Grote, I, 48 following. Herodotus, Bk. II, 54–57.

e. Greek Games. Bury, 139–144. Curtius, II, 27–35. Grote,

IV, 67–73. Holm, I, 236–242. Gardner, New Chapters in Greek History, 273–302. Diehl, Excursions in Greece, Ch. vii. Gardner and Jevons, Greek Antiquities, 269–274; 313–322.

Source: Fling, European History Studies, I, No. 1, part 2 (selection from Pausanias).

Additional Topics:

A. Greek oracles. Gardner, New Chapters in Greek History, Ch. xiv. Diehl, Excursions in Greece, Ch. iii. Herodotus, Bk. II, 54.

B. The Pantheon of Homeric and historic times. Gardner and Jevons, 108–162.

IV. Foreign Wars of the Greeks: Independence. 560–479 B.C.

19. Lydian and Persian Conquests in Asia Minor.

Review section 7, *d* (2), *e*; and section 6.

General References:

Swoboda, Greece, 36–38. West, 136–140. Holm, II, 1–15. Grundy, Great Persian War, Chs. i–iii.

a. Crœsus. Bury, 223–229. Harrison, 252–267.

Source: Herodotus, Bk. I, 50–92, 26–28.

b. Cyrus and Cambyses. Bury, 225–235. Harrison, 268–285.

Source: Herodotus, Bk. I, 141–176.

20. Scythian Expedition and Ionic Revolt.

General References:

Swoboda, 38–40. Morey, Greece, 169; 174–176. Curtius, II, 180–204.

a. Darius; the northern frontier; the Hellenic tyrants. Bury, Greece, 238–241. Harrison, 285–289. Cox, General History of Greece, Bk. II, Chs. i, ii. Grote, IV, 264–273 (Ch. xxxii).

Source: Herodotus, Bk. IV, 48–66 (Scythians).

b. Sardis, Lade, Miletus; results. Bury, 241–247. Harrison, 289–296. Abbott, II, 49–57, 66–68. Cox, Greeks and Persians, 99–112

Source: Herodotus, Bk. VI, 6–18 (Lade).

Sources: Herodotus, Bk. III, 36–39 (Cambyses and

Darius); 120–128 (Polycrates); 90–96 (tribute); 129–138 (Democides); 139–149 (Samos); IV, 1–144 (Scythian expedition); V, 23–VI, 42, especially 31–37 and 49–55 (Ionic revolt); V, 1–22 (the Persians in Europe). Bury warns the reader to remember that Herodotus reflects Periclean Athens.

Map Work:

The chief Ionian cities.

21. The Persian Invasion, 492–479 B.C.

General References:

West, 140–153; Botsford, Ancient History, 118–134; Wolfson, Essentials of Ancient History, 114–129, all supplement one another admirably. Abbott, Pericles, 17–38. Botsford, Greece, 120–136. (N.B. — *There is still danger of spending too much time on wars, but the following longer accounts are cited for reference:* Holm, II, Chs. ii–v. Abbott, Greece, II, Chs. i–v. Oman, Chs. xvii–xx. Bury, Greece, Chs. vi, vii. Grundy, Great Persian War. Cox, The Greeks and the Persians.)

a. Causes; resources of Greeks and Persians; expeditions sent by Darius (Marathon, 490 B.C.). Holm, II, 16–24. Harrison, 297–309. Cox, Greek Statesmen, 100–115; Greeks and Persians, 118–135. Abbott, Greece, II, 81–89, 91–97.

Source: Herodotus, Bk. VI, 102–117 (Marathon).

b. The ten years' respite, 490–480 B.C.: Themistocles and Aristides. Cox, Greeks and Persians, 121–123; Greek Statesmen, 116–118, 129–130. Holm, II, 31–35. Grote, IV, 336–338; V. 50–56. Harrison, 310–321.

Source: Herodotus, Bk. VII, 61–70 (Xerxes' preparations).

c. The third expedition: Xerxes (Thermopylæ and Salamis, 480 B.C.; Platæa and Mycale, 479 B.C.); results. Harrison, 335–380, a detailed, but very lively account. Curtius, II, Bk. III, Ch. i ("The Wars of Liberation").

Sources: Herodotus, Bk. VII, 207–213, 223–226 (Thermopylæ and Artemisium); Bk. VIII, 56–64, 78, 79, 87–91

(Salamis), 140–144 (Platæa and Mycale). Plutarch, Lives of Aristides and Themistocles.

Additional Topics:

A. The Alcmæonidæ. Curtius, see Index.

B. Monuments of victory erected by the Greeks. Duruy, Greece, II, Part II, 414, 416–419, Ch. xvi; 477, 494, Ch. xvii.

C. The battle of Salamis, from "The Persians" of Æschylus (verses 353–514), with comparison of the account in Herodotus (Bk. VIII, 79 ff.). "The Persians of Timotheus," Independent, Vol. 55, 825–828, and 867–868 (April 9, 1903). "Timotheos and the Persians" (J. Irving Manatt), Atlantic, Vol. 93, 234–241 (Feb., 1904) is very interesting.

Imaginative Literature: Browning, Phidippides. (Note, however, that this reflects more enmity between Sparta and Athens than existed at this time.)

22. "The Punic Invasion," 485–480 B.C.: the Carthaginians in Sicily.

General References:

Botsford, Greece, 136–139. Swoboda, 46–48. Bury, 296–308. Abbott, Greece, II, 439–446. Holm, II, 78–89. Grote, V, 213–232. Freeman, Story of Sicily, Chs. v, vi.

a. "Western Greece": chief centres and previous history. Botsford, Greece, 136–137.

b. Carthage: understanding with Persia. Botsford, Greece, 137–139. Freeman, Story of Sicily, Ch. v.

c. Gelon: Himera and results. Cox, Greek Statesmen, 212–220.

Source: Herodotus, Bk. VII, 163–167.

V. The Preëminence of Athens, 479–431 B.C.

23. The Delian League and the Athenian Empire, 477–461 B.C.

General References:

Swoboda, 49–56. Grant, Pericles, 101–115. Grote, V, 251–264. Holm, II, 90–137. Cox, Athenian Empire, 1–31. Bury, Ch. viii.

a. Themistocles and the fortification of Athens. Cox, Greek Statesmen, 189–194; Athenian Empire, 15–24. Abbott, Greece, II, 267–273, 287–292. Harrison, 362–387 (for *b* also).

Source: Thucydides, Bk. I, 135–139.

b. Aristides and the leadership of the Asiatic Greeks. Cox, Greek Statesmen, 122–127. Abbott, Age of Pericles, 36–45.

Source: Aristotle, Athenian Constitution, 24.

For Pausanias: Abbott, Greece, II, 251–263. Holm, II, 90–102.

Source: Thucydides, Bk. I, 126–134.

c. Cimon and naval victories: the league becomes an empire. Morey, Greece, 207–209. Botsford, Greece, Ch. viii. For treatment of subject cities: Abbott, Greece, II, 344–346; Holm, II, 211–222.

d. Political parties at Athens; attitude toward Sparta. Harrison, 388–394. Botsford, Greece, 151–161. Oman, Greece, 245–258. Holm, II, 140–146, 149–159.

Source: Thucydides, Bk. I, 89–118, the "Pentekontaetia."

Additional Topics:

A. For debate: the ethics of the Athenian policy.

B. The government of Athens during this period. Gilbert, Constitutional Antiquities, 153–155. Greenidge, Handbook of Greek Constitutional History, 189–204. Freeman, Historical Essays, 2d Series, 143–146. Grote, V, Ch. xlv, 290–352.

Map Work:

The Athenian Empire at its greatest extent, about 456 B.C. For list of tributary states, see Morey, Greece, 216.

24. THE PERICLEAN AGE AND THE ATHENIAN DEMOCRACY, 461–431 B.C.

General References:

Swoboda, 59–63. West, 165–174. Bury, Ch. ix. Freeman, Historical Essays, 2d Series, 146–154. Ranke, Universal History, I, 209–227.

a. Foreign policy: Egypt, Persia, Cyprus. Botsford, Greece, 169–171. Holm, II, Ch. xvii.

b. Government: magistrates and assemblies. Botsford, Greece, 172–179. Morey, Greece, 217–223. Holm, II, 196–206. Abbott, Pericles, 258–270, 271–281. Grote V, 362–371, Ch. xlvi; 401–407, Ch. xlvi. Curtius, II, 481–500

Source: Aristotle, Constitution, 28 and following.

c. Education: the aim and the means. Mahaffy, Old Greek Life (Primer), 52–57. Felton, Ancient and Modern Greece, II, Lecture viii, 423–433, most valuable. Grant, Pericles, 296–311.

d. Social life. Morey, Greece, 251–261. Myers, Greece, 542–553. Mahaffy, Primer, 62–80. Felton, II, 356–398. Grant, Pericles, 209–238. Abbott, Pericles, 341–367. See index of Gulick, Life of the Ancient Greeks, and of Blümner, Home Life of the Ancient Greeks.

e. Pericles the man: his character and influence. Harrison, 394–400, 404–405. See also Cox, Greek Statesmen; Abbott, Pericles; Grant, Pericles.

Source: Thucydides, Bk. II, 34–46, the Funeral Oration. (Partially and conveniently quoted in Sheldon, General History, 105–107.) Plutarch, Pericles.

Topic for Debate:

The failure of Athens to maintain Hellenic unity. Holm, II, 236–242, and the books already referred to. (This may be treated under section 26.)

Imaginative Literature: Landor, Imaginary Conversations, "Pericles and Aspasia." Bulwer-Lytton, Pausanias the Spartan (incomplete). Browning, Balaustion's Adventure, and Aristophanes' Apology.

25. Intellectual Life; The Athenian Genius.

General References:

Harrison, 405–410. West, 174–192. Wolfson, 145–161. Botsford, Greece, 157–162, 185–186. Mahaffy, Survey of Greek Civilization, Ch. v. Curtius, II, 592–641, Athens the centre of intellectual life.

a. Art: beautification of the city; sculpture. Botsford, Greece, see above, and 179–185. Holm, II, Ch. xx. Abbott, Pericles, Ch. xvii. Tarbell, Chs. iii, viii. Gardner, Handbook of Greek Sculpture, Ch. iii. Gardner, Ancient Athens.

b Literature: drama and history. Abbott, Pericles, 289–303. Morey, Greece, 242–247, 249–251. Murray, History of Ancient Greek Literature, 203–215, 232–250. Jebb, Primer, 69–109.

c. Philosophy. Botsford, Greece, 186–187. Morey, Greece, 248–249. Felton, 456–459.

Sources: Convenient and well-chosen extracts in Jennings and Johnston, Half-hours with Greek and Latin Authors: 49–53, 470–478 (Æschylus); 88–95, 267–273 (Sophocles); 415–423 (Euripides); 67–72 (Aristophanes). The last two authors would better be read under the period of the New Learning, section 28, *c.*

Map Work:

Athens, with her fortifications, and principal buildings. (See Botsford, Greece, 179; Myers, Greece, 247; Pennell, Greece, 72; West, 175, 177; Morey, Greece, 228–232; for convenient maps).

VI. Wars between the Greek States: a Century of Strife, 461–362 B.C.; the Macedonian Invasion.

26. The Athenian Attempt at Land Empire, 461–445 B.C.

a. Pericles' policy and alliances.

b. Wars with Peloponnesians and Bœotians.

c. Thirty Years' Truce.

References:

Swoboda, 53–58. Harrison, 400–404. Botsford, Greece, 164–172. Abbott, Greece, II, 328–334; 340–344. Cox, Athenian Empire, 31–41. Grant, Pericles, 120–131. Grote, V, 326–333; 346–352. Oman, 256–267; 274–279.

Source: Thucydides, Bk. I, 101–118.

Map Work:

The Athenian Empire and the States allied with Athens and with Sparta, 431 B.C.

27. The Peloponnesian War, 431–404 B.C.

General References:

Morey, Greece, 263–276. Cox, Athenian Empire, 52–231.

a. Causes; resources of each side. Swoboda, 66–68. Harrison, 411–420. Holm, II, 306–324.

Source: Thucydides, Bk. I, 19; II, 9, 13, 62.

b. Periods.

(1) Indecisive, 431–421 B.C.: Cleon and Brasidas. Swoboda, 69–75. Harrison, 421–429. Cox, Greek Statesmen, 142–146; 152–154. Bury, Greece, Ch. x.

(2) Sicilian Expedition (with interval preceding), 421–413 B.C.: Nicias and Alcibiades. Swoboda, 75-

80. Harrison, 444–458. Myers, Greece, 336–371. Grote, VII, 147–162. Bury, 466–484.

(3) Persian activity, 413–404 B.C.: Alcibiades and Lysander. Swoboda, 80–85. Botsford, Greece, 228–238. Harrison, 459–469. Curtius, III, Ch. v ("The Decelean War").

c. Results; political condition of Hellas. Sankey, Spartan and Theban Supremacies, 1–10. Curtius, III, 570–586. Cox, Athenian Empire, 226–231. Holm, II, 526–534 (Ch. xxx).

Sources: Historical Sources in Schools, pp. 39–42. Thucydides' account of the Sicilian Expedition may be treated under three heads in special reports by three divisions of the class: (1) Preparations, (2) Operations about Syracuse, (3) The End and its Results.

Map Work:

The Syracusan campaign.

28. The New Learning.

General References:

Morey, Greece, 287–288, 290–291, 293–295. Botsford, Greece, 217–227.

a. Philosophy: The sophists and rhetoricians. Holm, II, 423–435, 452–456; III, 27–30.

b. Socrates. Jebb, Primer, 124–128. Murray, History of Ancient Greek Literature, 170–177. Curtius, IV, 148–164.

Sources: Plato, Apology and Crito, conveniently in Church, Trial and Death of Socrates. Xenophon's Memorabilia.

c. The Drama (Euripides and Aristophanes). Jebb, Primer, 96–101. Holm, II, 447–452. Murray, 280–292. Curtius, IV, 98–106. (See also, section 25, **Sources**.)

d. History: contrast and comparison between Thucydides and Herodotus (see section 25, *b*, and section 32, *a*). Jebb, Primer, 101–109. Holm, II, 435–441. Murray, 184–202.

Additional Topic:

Alcibiades as an illustration of his times. Harrison, 430–443. See Index in Curtius; in Sankey, The Spartan and Theban Supremacies; in Cox, Athenian Empire; in Grote.

Source: Plutarch, Alcibiades.

29. THE HEGEMONY OF SPARTA, 404–371 B.C.

General References:

Swoboda, 88–104. Harrison, 469–481. Mahaffy, Survey, 165–188. Bury, 514–574. Sankey, Spartan and Theban Supremacies, Chs. i–xi.

a. Policy of Sparta: Lysander. Botsford, Greece, 250–261. Sankey, 3, 4, 27–29, 79–80, 83, 91–95, 113–114.

Source: Plutarch, Lysander.

b. Wars: Agesilaus.

(1) Persian: Anabasis; Antalcidas.

(2) Domestic: Peloponnesus, Chalcidice, New Athenian League, Leuctra. Botsford, Greece, 261–274. Sankey, 146–156 (Chalcidic League). West, 202–209. Holm, III, 1–14, 63–70, 74–81, 84–91. Oman, 417–436, 450–468 (for details).

Source: for Agesilaus, Plutarch and Xenophon.

c. Estimate of Spartan power, and reasons for her failure to secure Hellenic unity. Wolfson, 192–193. Sankey, 7–10. For comparison with Athens, Cox, Athenian Empire, 229–231.

Sources: Xenophon, Hellenica, Bks. III–VII; Anabasis (see Historical Sources in Schools, pp. 42–44), conveniently in Jennings and Johnston, 42–48 (Cunaxa); 333–339 (Retreat). Lysias (Gillies's translation), especially Eratosthenes. Isocrates (Freese's translation), Panegyricus.

Additional Topics:

A. Contrast and comparison between the first and second Leagues of Athens. Holm, III, 84–91. Greenidge, 189–204. Gilbert, Constitutional Antiquities, 416–444 and following.

B. Contrast and comparison between the rule of the Four Hundred and the rule of the Thirty. Curtius, III, 466–476, 485–486; IV, 20–30, 39, 57–61. Aristotle, Constitution, Chs. 35 ff.

30. The Attempted Hegemony of Thebes, 371–362 B.C.

General References:

Swoboda, 104–110. Harrison, 481–485. Botsford, Greece, 273–284. Bury, Greece, 591–626. Sankey, 162–217 (for Pelopidas, 163–168).

a. Leuctra. Sankey, 174–175, 183–192. Holm, III, 92–103. Curtius, IV, 410–420. Oman, 466–468.

b. Policy of Epaminondas: Peloponnesus, Persia, Athens. Sankey, 167–170, 192–195. Holm, III, 105–115.

c. Mantinea and the end of Theban leadership. Curtius, IV, 503–510. Holm, III, 118–129. Sankey, 216–224. Grote, X, 340–351.

Sources: Plutarch, Pelopidas. Nepos, Epaminondas.

31. The Western Greeks, 410–300 B.C. (approximately).

General References:

Botsford, Greece, 239–249. Morey, Greece, 284–286. Swoboda, 126–129. Myers, Greece, 424–428. Allcroft and Masom, Greece, IV, Ch. vi ("Sicilian Affairs").

a. Outline of the Sicilian history in review (see section 22). Botsford, Ancient History, 67–69, 105, 132–133, 170–178, 191–198. Botsford, Greece, see Index. Bury, 304–311, 629–673.

b. Dionysius I. Swoboda, 123–126. Botsford, Greece, 239–245. Oman, Greece, 437–446. Bury, Greece, 663–666 (estimate of Dionysius). Holm, III, 130–142.

c. Timoleon, the Liberator. Holm, III, 401–404. Bury, 673–680.

Longer Accounts: Freeman, Story of Sicily; and History of Sicily.

Source: Plutarch, Timoleon.

32. Literature and Art, 400–350 B.C. (See note at end of section.)

General References:

Botsford, Greece, 284–295. Holm, III, Ch. xii. Mahaffy, Survey, Chs. vi–vii. Allcroft and Masom, V, Ch. xi.

a. "From poetry to prose."

(1) History. (Compare Xenophon with Herodotus and Thucydides, see section 28, *d.*) Jebb, Primer, 109–114. Murray, 314–324. Curtius, V, 156–165, II, 549–554.

For **Sources**, see section 29.

(2) Oratory: Lysias and Isocrates. Jebb, Primer, 115–120. Curtius, V, 180–188. Murray, 346–352.

(3) Philosophy: Plato. Jebb, Primer, 124–129. Curtius, V, 161–168. Murray, 294–303, 311–315.

b. Art. Curtius, V, 200–214. Tarbell, Greek Art, Ch. ix. Gardner, Greek Sculpture, Ch. iv.

NOTE. — Section 32 may be treated after 33, and may then include Demosthenes and Aristotle, as well as Lysippus. *References:* Jebb, 120–123, 129–135. Curtius, V, 467–480, 492–495. Botsford, Greece, 303–305. Holm, III, 421–434 (especially good); 439–445.

33. THE RISE OF MACEDON, 359–336 B.C.

General References:

Wheeler, Alexander, 14–18, 64–80 (the best account). Swoboda, 110–123. Harrison, 486–500. Mahaffy, Problems, Ch. vii. Curteis, Rise of Macedonian Empire, Chs. i–vii. Hogarth, Philip and Alexander of Macedon.

a. Hellenes and Macedonians. Harrison, 486–488. Botsford, Greece, 334–336, 297–299. Holm, III, 200–206. Oman, 486–491. Curtius, V, 7–9, 15–21, 22–32, 46–52.

b. Philip: training, character, aggressions. Botsford, Greece, 299–307. Oman, 491–507; especially character of Philip, 492–494. Holm, III, 263–274.

c. The Athens of Demosthenes. Curtius, V, 123–133. Holm, III, 176–191, 208–214. Jebb, "Demosthenes," in Encyclopædia Britannica.

Sources: Philippic quoted in Sheldon, General History, 116. Plutarch, Demosthenes. Fling, European History Studies, I, No. 2 (from Aristotle).

d. "The end of Greek freedom," 338–336 B.C. Holm, III, 281–286. Oman, Greece, 508–520.

(1) Chæroneia, 338 B.C.

(2) Relations established by Congress of Corinth (with comparison of Congress of Corinth, 481 B.C.). Oman, 517–518, 189–191.

(3) History of the idea of Hellenic conquest of Persia, Cimon to Philip. Botsford, Greece, 165, 168, 262.

Sources: Historical Sources in Schools, p. 45. Jennings and Johnston, 131–137 (The Crown); 399–407 (The Second Olynthiac).

Additional Topic:

The development of military formation among the Greeks. Botsford, Greece, 122, 264–265, 273–274, 305–306. Oman, 494. Curtius, V, 49–50.

VII. The Empire of Alexander; "The Mingling of the East and West." 336–146 B.C.

34. THE CAREER OF ALEXANDER, 336–323 B.C.

a. Early life. Mahaffy, Alexander's Empire, 4–11. Holm, Greece, III, 291–297. Grote, Greece, XII, 2–10. Wheeler, Alexander.

b. The Conquest of Asia Minor and Egypt, 334–332 B.C. Mahaffy, Alexander's Empire, 12–28. Holm, Greece, III, 321–336. Curteis, Macedonian Supremacy, 93–106. Bury, Greece, 750–774. Wheeler, Alexander.

c. The conquest of Persia and the Farther East. Holm, III, 347–354. Curteis, Macedonian Supremacy, 160–190. Wheeler, Alexander.

d. The character of Alexander; estimate of his work. Holm, Greece, 374–391. Grote, Greece, XII, 261–274. Wheeler, Alexander, 473–501. Mahaffy, Greek Life and Thought (1) 1–17; (2) 17–38.[1]

Sources: (1) Alexander. Plutarch, Alexander. Fling, Studies in European History, 47–62. (2) The Siege of Tyre. Arrian, Anabasis of Alexander, Bk. II, 19–25. (3) The conquest of Egypt. *Ibid.*, III, 1–4. (4) The murder of Clitus. *Ibid.*, IV, 8–9. (5) The mutiny of the army.

[1] REMARK. — Where the reference is too long for a single topic it has been divided, thus making two topics from the same book.

Ibid., V, 25–28. (6) The plans of Alexander. *Ibid.*, VII, 1–12. (7) Death and character of Alexander. *Ibid.*, VII, 25–29.

Additional Topics:

A. The military system of Alexander. Grote, Greece, XII, 49–66. Dodge, Alexander, 134–171.

B. Special battles. See Dodge, Alexander.

C. The Persian Empire. Wheeler, Alexander, 180–208.

D. An estimate of Alexander. Freeman, Historical Essays, 2d Series, 193–227.

Map Work:

On an outline map trace the route of Alexander's march, marking his battles and the most important cities founded by him.

35. The Hellenistic Period, 323–146 B.C.

a. The disintegration of Alexander's Empire: the wars of the Diadochi, 323–280 B.C. Swoboda, 139–149. Mahaffy, Alexander's Empire, 43–52. Holm, IV, 67–76, 80–83.

The Invasion of the Gauls. Mahaffy, Alexander's Empire, 76–84. Holm, IV, 90–99.

b. The Hellenistic kingdoms. (See also section 46, *a*, of this outline, especially Mommsen, II, 395–413.)

(1) Egypt and the Ptolemies. Mahaffy, Greek Life and Thought, (1) 161–169; (2) 190–208. Holm, IV, 185–189, 288–293. Mahaffy, Alexander's Empire, 120–135.

(2) Syria and the Seleucidæ. Mahaffy, Greek Life and Thought, 209–212. Mahaffy, Alexander's Empire, 135–141. Holm, IV, 281–284, 286–288.

(3) Rhodes and Pergamon. Holm, IV, 276–277, 279–281. Mahaffy, Alexander's Empire, 187–198, 234–236. Mahaffy, Greek Life and Thought, 309–320.

c. Hellenism: society, literature, and art. West, 230–236. Holm. IV, 303–316. Mahaffy, Greek Life and Thought, 290–309. Mahaffy, Alexander's Empire, 142–162. Gardner, New Chapters in Greek History, 440–459. Jebb, Greek Literature, 137–147.

36. Greece, to Roman Intervention; Attempts at Federal Government. 280-200 B.C.

a. The Achæan League (Aratus). West, 238–242. Holm IV, 219–222. Freeman, Federal Government, 219–231. Mahaffy, Alexander's Empire, 163–183.

b. Its conflict with Sparta (Cleomenes) leads first to Macedonian, then to Roman, intervention. Mahaffy, Alexander's Empire, 207–217, 240–243. Holm, IV, 222–240.

Sources: Plutarch, Aratus. Plutarch, Cleomenes. The Rise of the Achæan League. Polybius, Bk. II, 37–70. Fling, Studies in European History, I, 63–75.

VIII. Early Rome; and the Roman Republic to its Supremacy in Italy. 753 (?)–264 B.C.

37. The Land and the People.

a. The land: the peninsula of Italy and its relations to the Mediterranean basin; climate and products of Italy. Allen, History of the Roman People, 1–4. How and Leigh, History, 1–11. Botsford, Rome, 13–16. Shuckburgh, Rome, 5–9. Duruy, Rome, I, i–xxii.

b. The people: remnants of early peoples; the Italian stocks; the invading nations (Etruscans, Gauls, Greeks, and Phœnicians). Allen, 4–9. How and Leigh, 11–20. Botsford, Rome, 1–13.

Map Work:

On outline maps mark: (1) mountain system; (2) rivers; (3) the political divisions.

Sources: Italy and her people. Botsford, Story of Rome, 14–29. Munro, Source Book of Roman History, Nos. 1, 2. The Gauls. Polybius, Bk. II, 14–18.

Additional Topics:

A. The Etruscans. Mommsen,[1] History, I, 150–161. Duruy, I, lviii–xc.

B. The Greek colonies in Italy. Holm, History of Greece, I, 282–284, 288–292. Bury, History of Greece, 93–106. Mommsen, I, 162–180.

C. The Gauls. Mommsen, I, 419–424.

[1] References to Mommsen are to the five-volume edition.

38. Early Rome: Sources of Our Knowledge.

a. The legends and their value. How and Leigh, 20–37. Shuckburgh, 54–60. West, Ancient History, 256–258. Pelham, Outlines of Roman History, (1) 1–13; (2) 30–40. Ihne, Early Rome, 66–84. Seignobos, History of the Roman People, 15–21. For teachers, Platner, "Credibility of Early Roman History," American Historical Review, January, 1902.

b. Buildings and other remains. Lanciani, Ruins and Excavations: (1) the walls, 59–66, 126–130; (2) the Cloaca, 29–31.

Sources: Uncertainty of early history. Munro, Source Book, No. 3. The Legends of the Kings. Livy, Bk. I, Chs. 1, 4, 6, 21, 39, 44, 46. Botsford, Story: (1) Romulus, 31–39; (2) Servius Tullius, 51–55; (3) Tarquinius Superbus, 55–57.

Imaginative Literature: Macaulay, Lays of Ancient Rome.

39. Regal Rome: Organization.

a. The government: king, senate, assemblies. How and Leigh, 42–47. Pelham, 22–29. Ihne, 104–111. Abbott, Roman Political Institutions, 12–21. Tighe, Development of the Roman Constitution, 44–59. Taylor, A Constitutional and Political History of Rome, 7–36. Greenidge, Roman Public Life, 42–65.

b. The people: patricians, plebeians. How and Leigh, 40–42. Ihne, 112–116. Tighe, 28–34.

c. Religion. Allen, 22–28. Ihne, 96–104. Tighe, 35–43. Duruy, I, 77–88. Mommsen, I, 206–231. An excellent account in Seignobos, 36–45.

Sources: Religion. Munro, Nos. 7, 11, 12, 16. The Government, Munro, Nos. 41, 42.

Additional Topic:

The Roman Family. Fustel de Coulanges, Ancient City, 111–131. Morey, Roman Law, 5–8. Greenidge, 9–33.

40. The Early Republic: the Struggle between the Classes; Triumph of the Plebeians. 509(?)–286 B.C.

General References:

Koch, Roman History, 40–57. Pelham, 45–67.

a. The establishment of the Republic. How and Leigh, 47–52. Tighe, 59–67. Ihne, 117–139. Abbott, 175–184. Taylor, 41–57. Greenidge, 78–102.

b. The economic and social condition of the plebeians, leading to the establishment of the tribunate. How and Leigh, 52–58. Abbott, 196–202. Ihne, 140–150. Tighe, 85–95. Shuckburgh, 90–98. Mommsen, I, 341–357.

c. The laws of the twelve tables. Shuckburgh, 102–108. How and Leigh, 65–71. Tighe, 95–100. Ihne, 165–175. Mommsen, I, 361–368. Taylor, 74–85. Greenidge, 102–109. Morey, Roman Law, 25–43.

d. The admission of the plebeians to the magistracies (Licinian Laws). How and Leigh, 72–77, 92–94. Shuckburgh, 167–169. Greenidge, 118–123. Taylor, 91–100, 110–117.

e. The admission of the plebeians to the assemblies (Hortensian Law). How and Leigh, 94–97. Shuckburgh, 171–174. Taylor, 132–144. Greenidge, 123–131.

f. An outline of the Roman constitution in 286 B.C.: magistrates, senate, assemblies, functions of each. (Use text-book and dictionaries of antiquities.)

Sources: The secession of the plebeians. Livy, Bk. II, 32–33. The Decemvirate. Livy, Bk. III, 33–59. Botsford, Story, 90–94. Munro, Source Book, No. 46.

41. The Early Republic: the Establishment of Rome's Supremacy in Latium. 509(?)–338 B.C.

a. Wars with neighboring nations, Volscians, Æquians, and Etruscans. Shuckburgh, 61–68, 114–134. Ihne, 190–213. How and Leigh, 58–65, 97–105. Duruy, I, 190–198.

b. The invasion of the Gauls and the sack of Rome. How and Leigh, 84–90. Duruy, I, 254–262.

c. Rome and the Latins. How and Leigh, 97–105. Momm-

sen, I, 124–134. Ihne, Early Rome, 151–155. Pelham, 75–79.

Sources: The invasion of the Gauls. Munro, No. 61. Botsford, Story, 69–72. Livy, Bk. V, 34–39. Polybius, Bk. II, 18–23. Plutarch, Camillus.

Imaginative Literature: Shakespeare, Coriolanus.

42. The Conquest and Organization of Italy, 338–264 B.C.

a. The Samnite Wars, 343–264 B.C. Pelham, 80–92. How and Leigh, 97–120. Shuckburgh, 134–162. Mommsen, I, 465–481.

b. The war with the Greeks (Pyrrhus), 280–272 B.C. Pelham, 92–96. Wolfson, 261–265. How and Leigh, 120–131. Shuckburgh, 183–202. Holm, IV, 174–182. Mommsen, II, 1–38. Duruy, I, 368–385.

c. The organization of Italy: colonies; roads. Abbott, 57–61. Pelham, 96–107. Taylor, 145–163. Mommsen II, 46–61. Duruy, I, 393–409. For a list of Romar colonies, see Myers, Rome: Its Rise and Fall, 138.

d. The military system. How and Leigh, 135–143. Mommsen, II, 72–76. Seignobos, 74–86.

Sources: The Samnite Wars (Caudine Pass). Munro, No. 62. Livy, Bk. IX, 1–12. The Third Samnite War. Livy, Bk. X, 11–46. (Sentinum, Livy, Bk. X, 27–30.) The war with Pyrrhus. Botsford, Story, 77–83. The Roman Army, Polybius, Bk. VI, 19–42.

Map Work:

On outline map mark: (1) the following colonies: Ostia, Norba, Placentia, Cremona, Ariminum, Luceria, Venusia, Beneventum, Pæstum, Parma.

(2) The Roman roads before 133 B.C.

Additional Topics:

A. The colonial system. Smith, Dictionary of Greek and Roman Antiquities, under *Coloniæ*.

B. Roman road making. Smith, Dictionary of Greek and Roman Antiquities, under *Via*.

IX. Rome becomes Supreme in the Mediterranean Basin, 264–133 B.C.

43. The Struggle with Carthage for Sicily: the First Punic War, 264–241 B.C.

a. Carthage. How and Leigh, 143–149. Smith, Rome and Carthage, 1–22. Shuckburgh, 219–232. Mommsen, II, 131–160. Duruy, I, 435–460.

b. The war. Pelham, 116–122. How and Leigh, 149–162. Smith, Rome and Carthage, (1) 51–71; (2) 71–96.

c. Sicily, the first Roman province. Mommsen, II, 204.

Sources: The First Punic War. Botsford, Story, 104–112. The building of a fleet. Munro, No. 65. Victory of Duilius. Polybius, Bk. I, 10–12. Defeat at Drepana. Polybius, Bk. I, 49–52. The treaty at the end of the First Punic War. Munro, p. 82.

Imaginative Literature: A. J. Church, The Story of Carthage.

44. "The Extension of Italy to its Natural Boundaries;" Wars in Africa and Spain. 241–218 B.C.

a. Wars of Rome in the North (Gallic and Illyrian), 229–222 B.C. How and Leigh, 164–168. Pelham, 122–125. Shuckburgh, 268–282. Mommsen, II, 203–231.

b. Sardinia and Corsica. How and Leigh, 162–164.

c. Wars of the Carthaginians in Africa and Spain (Hamilcar). How and Leigh, 169–174. Shuckburgh, 268–272. Smith, Rome and Carthage, 92–109. Mommsen, II, 231–243. Duruy, I, 521–529.

Sources: Acquisition of Sardinia. Polybius, Bk. I, 79–88. The Flaminian Law. Polybius, Bk. II, 21. Siege of Saguntum. Livy, Bk. XXI, 14–15.

45. The Struggle between Rome and Carthage for the Supremacy in the West: the Second and Third Punic Wars. 218–133 B.C.

a. Hannibal's march into Italy. How and Leigh, 174–183. How, Hannibal, 39–47. Smith, Rome and Carthage, 109–121.

b. The war in Italy.

(1) Successes of Hannibal: three great battles won; three great cities captured. (2) Final success of the Romans; loyalty of the Latins.

Pelham, 126–133. Koch, 37–40; 40–43. How and Leigh, 185–211. Smith, Rome and Carthage (see index).

c. The war in Africa and in Spain.

(1) The Scipios in Spain, 218–212 B.C. Smith, Rome and Carthage, 182–184. How and Leigh, 213–218. Mommsen, II, 320–332.

(2) The battle of Zama, 202 B.C. How and Leigh, 226–231. Smith, Rome and Carthage, 198–225.

(3) The treaty. Smith, Rome and Carthage. How and Leigh, 231.

d. The establishment of the supremacy of Rome in the Western Mediterranean, 201–133 B.C.

(1) The Third Punic War, 149–146 B.C. How and Leigh, 245–253. Smith, Rome and Carthage, 229–262.

(2) Subjugation of Spain, 133 B.C. How and Leigh, 240–245.

Sources: The passage of the Alps. Botsford, Story, 115–119. Livy, Bk. III, 42–56. Munro, No. 68. The battle of Trasimenus. Botsford, Story, 119–122. Livy, Bk. XXII, 4–7. The battle of Cannæ. Livy, Bk. XII, 34, etc. The treaty at the end of the Second Punic War. Livy, Bk. XXX, 37. Marcellus at Syracuse. Polybius, Bk. I, 5–9, 37; VIII, 3–9.

Additional Topic:

The character of Hannibal. How, Life of Hannibal. Dodge, Hannibal, 613–642.

Map Work:

Trace the route of Hannibal's invasion.

Imaginative Literature: G. A. Henty, The Young Carthaginian.

46. Rome becomes Supreme in the Eastern Mediterranean, 216–133 B.C.

General References:

Pelham, 140–157. Koch, 45–50.

a. The Eastern states and their rulers. How and Leigh, 253–260. Shuckburgh, 408–422. Mommsen, II, 395–413.

b. The acquisition of Greece.

(1) The condition of Greece. Duruy, II, 8-22.

(2) The First and Second Macedonian Wars (Cynoscephalæ, 197 B.C.). How and Leigh, 261–265. Shuckburgh, 423–428, 438–450. Mommsen, II, 414–434.

(3) The Third Macedonian War, 171–168 B.C. How and Leigh, 273–280. Shuckburgh, 503–511.

(4) Macedonia a Roman province; destruction of Corinth, 146 B.C. How and Leigh, 282–287. Shuckburgh, 521–527. Duruy, II, 133–138.

c. The acquisition of Asia.

(1) War with Antiochus, 192–189 B.C. How and Leigh, 265–273. Mommsen, II, 454–468. Shuckburgh, 467–470, 476–491.

(*a*) The settlement of the East. Shuckburgh, 491–497. Mommsen, II, 468–484.

(2) The kingdom of Pergamon, 133 B.C. Shuckburgh, 600–602. Duruy, II, 160–162.

X. The Ancient World under Roman Rule during the Change from the Republic to the Monarchy, 133–31 B.C.

47. The Organization of Rome's Foreign Conquests.

a. The provinces to 133 B.C. enumerated: Sicily, Sardinia and Corsica, Hither Spain, Farther Spain, Illyricum, Macedonia and Achaia, Africa, Asia. Myers, Rome, 313. Seignobos, 491.

b. The client states enumerated: Numidia, Libya, Egypt.

c. The provincial system. Abbott, 88–91. Pelham, 173–185. Mommsen, III, 29–35. Greenidge, 316–330. Duruy, II: (1) 169–201; (2) 610–624; (3) 624–638. Arnold, Roman Provincial Administration.

Sources: A provincial governor of the worst type Munro, No. 183. Cicero, Orations against Verres.

Map Work:

Mark the boundaries of the Roman provinces in 133 B.C

48. The Effects of Conquests and the Provincial System upon Society, Politics, and Manners.

General References:

Pelham, 158–198. For more detailed accounts, How and Leigh, Chs. xxviii–xxx. Mommsen, III, 3–129.

a. Agrarian conditions. Beesly, The Gracchi, Marius and Sulla, 5–13. How and Leigh, 316–320. Mommsen, III, 64–82. Duruy, II, 291–316.

b. The classes: optimates, populares, equites. Pelham, 170–172. Beesly, 14–19. Mommsen, III, 1–12. Taylor, 212–236.

c. The government: senate, magistrates, assemblies. How and Leigh, 293–302, 304–310. Mommsen, III, 12–18, 26–29, 35–42, 55–63. Tighe, 114–130. Fowler, City-State, 118–239.

d. The introduction of Hellenism; art; poetry. How and Leigh, 320–321. Pelham, 194–198. Wolfson, 333–344. Mommsen, III, 104–128. Duruy, II, 219–232, 232–240, 543–565.

(1) The drama. Mackail, Roman Literature, 14–27. Fowler, History of Roman Literature, 17–32. Myers, Rome: Its Rise and Fall, 478–484. Johnston, Private Life of the Romans, sections 324–326. Mommsen, IV, 224–242.

Sources: Life of Cato. Botsford, Story, 150–158. Plutarch, Cato. Life of Scipio Africanus. Botsford, 141–144. Life of Scipio Æmilianus. Botsford, Story, 144–150. The classes. Botsford, Story, 127–132. Introduction of Foreign Luxuries. Munro, Nos. 73, 75, 76, 77.

Additional Topic:

The supremacy of the senate. Taylor, 212–234. Mommsen, II, 17–23, 35–45.

49. The Revolutionary Attempts at Reform under the Gracchi, 133–121 B.C.

a. Tiberius Gracchus: attempts at agrarian reform, 133 B.C. How and Leigh, 333–342. Beesly, 25–37. Pelham, 206–210. Taylor, 240–247. Mommsen, III, 317–327.

b. Gaius Gracchus: attempts at a revolution in the constitu-

tion, 123 B.C. How and Leigh, 343–357. Beesly, 42–65. Taylor, 247–260. Mommsen, III, 343–370.

Sources: The position of the slaves. Munro, Nos 137–151. Lives of Tiberius and Gaius Gracchus. Plutarch. A condensed account in Botsford, Story, 160–167, 167–171; also in Munro, Nos. 81, 83.

50. "THE RULE OF THE RESTORATION," 121–88 B.C.

General References:

Koch, 64–66. Pelham, 213–225.

a. The war with Jugurtha, 111–105 B.C. Pelham, 214–217. Shuckburgh, 570–577. Duruy, II, 472–482. How and Leigh, 360–371.

b. The invasion of the Cimbri and Teutones (Marius), 113–101 B.C. Beesly, 81–95. Shuckburgh, 577–580. How and Leigh, 371–384. Duruy, II, 490–507. Mommsen, III, 423–451.

c. Internal affairs.

(1) The rule of the nobles. How and Leigh, 357–360. Shuckburgh, 580–584. Mommsen, III, 370–382.

(2) Attempts at reform by Saturninus and Glaucia and by Drusus. Beesly, 101–112. Taylor, 270–278. How and Leigh, 387–391, 396–399. Mommsen, III, 464–476, 483–489.

d. The Social War, 90–88 B.C. How and Leigh, 399–412. Beesly, 112–128. Shuckburgh, 589–592. Duruy, II, 536–549, 576–579.

Sources: Life of Marius. Plutarch, Marius. Botsford, Story, 179–180. Munro, No. 85. War with Jugurtha. Sallust, Jugurtha. Fling, Studies in European History. Munro, No. 79.

51. THE STRUGGLE BETWEEN MARIUS AND SULLA; REËSTABLISHMENT OF SENATORIAL RULE. 88–79 B.C.

General Reference:

Pelham, 225–231.

a. The revolution of Marius and Sulpicius, 88 B.C. How and Leigh, 412–419. Beesly, 128–137. Duruy, II, 581–599.

b. The rule of the Marian party (Cinna), 87–84 B.C. How and Leigh, 434–439. Shuckburgh, 596–599. Beesly, 137–148. Mommsen, IV, 64–75.

c. The struggle between the parties of Marius and Sulla: the first civil war, 84–82 B.C. Beesly, 172–186. How and Leigh, 439–445. Shuckburgh, 640–646.

d. The rule of Sulla, and the Sullan constitution, 82–79 B.C. Beesly, 191–200. Abbott, 103–107. Taylor, 292–305. How and Leigh, 445–459. Shuckburgh, 646–654. Duruy, II, 690–707.

Sources: The life of Sulla. Botsford, Story, 181–187. Munro, Nos. 87, 88. Plutarch, Sulla.

Additional Topic:

The character of Sulla. Mommsen, IV, 139–151. Freeman, Essays, second series, 324–362.

52. POMPEY AND CÆSAR, 79–48 B.C.

a. Affairs in the East.

(1) The condition of the East (Mithridates). Pelham, 292–295. Mommsen, IV, 6–11 (Mithridates). Beesly, 149–159. How and Leigh, 419–429. Mommsen, IV, 12–35.

(2) The campaigns of Sulla, 86–84 B.C. Pelham, 299–305. How and Leigh, 429–434. Beesly, 159–172. Mommsen, IV, 36–45, 50–55.

(3) The campaigns of Lucullus, 74–66 B.C. Pelham, 306–316. How and Leigh, 471–477. Mommsen, IV, 330–350 Duruy, II, 804–820.

(4) The campaigns of Pompey and his reorganization of the East, 66–63 B.C. Pelham, 318–329. Duruy, II, 834–838. How and Leigh, 478–484. Shuckburgh, 682–691. Mommsen, IV: (1) 404–420; (2) 441–452.

b. Affairs at Rome.

(1) The conspiracy of Catiline, 66–63 B.C. Merivale, Roman Triumvirates, 43–58. Shuckburgh, 698–705. How and Leigh, 484–496. Fowler, Cæsar, 79–86. Strachan-Davidson, Cicero.

(2) The first Triumvirate, 60 B.C. How and Leigh, 496–503. Merivale, 70–85. Shuckburgh, 690–698, 707–717.

c. Cæsar in Gaul, 58–51 B.C.

(1) The condition of Gaul. Pelham, 260–272. How and Leigh, 503–505. Mommsen, V, 7–30. Seignobos, 232–234. Fowler, Cæsar, 126–136.

(2) Cæsar's campaigns. How and Leigh, 505–515. Merivale, Roman Triumvirates, 86–89, 97–104. Fowler, 136–175. Pelham, 272–288. Seignobos, 234–243. Dodge, Cæsar, for special operations.

(3) Organization of conquests. Mommsen, V, 94–98, 100–102. Pelham, 288–289. How and Leigh, 514–515.

d. Civil war (Pharsalus, Zela, Thapsus, Munda), 49–48 B.C. How and Leigh, 526–539. Merivale, 130–155.

Sources: Pompey. Munro, No. 89. Cicero. Munro, No. 90. The conspiracy of Catiline. Botsford, Story, 194–198. Sallust, Catiline. Cicero, Orations. Cæsar in Gaul. Cæsar, Gallic War, Bk. I, Chs. 1–2. Botsford, Story, 201–211.

Map Work:

Mark the boundaries of the new provinces.

Additional Topics:

A. Cicero as a public man. Mommsen, V, 504. Shuckburgh, Letters of Cicero, IV, xxxi–xxxv.

B. Character of Pompey. Mommsen, IV, 271–275. Plutarch.

C. Cæsar's army. Dodge. Judson, Cæsar's Army. Editions of Cæsar.

Imaginative Literature: W. S. Davis, A Friend of Cæsar.

53 THE RULE OF CÆSAR, 48–44 B.C.

General Reference:

Pelham, 342–356.

a. The condition of the Roman world. Mommsen, IV, 315–324. Fowler, Cæsar, 349–354.

b. The reforms of Cæsar. Merivale, Roman Triumvirates, 164–178. How and Leigh, 539–551. Fowler, 326–349 Froude, Cæsar, 486–501. Mommsen, V: (1) 330–341; (2) 341–360.

c. Estimate of Cæsar. Froude, 532–550. Mommsen, V, 305–315. Fowler, 360–378.

Imaginative Literature: Shakespeare, Julius Cæsar.

54. The Struggle for the Succession, 44–31 B.C.

a. Civil war: the overthrow of the liberators. (Philippi, 42 B.C.) Merivale, The Roman Triumvirates, 178–206. Firth, Augustus, 73–94. Allcroft, History of Rome (78 B.C.–31 A.D.), 181–194. Shuckburgh, Augustus, 89–99.

b. The rivalry of Octavius and Antony: the West against the East (Actium, 31 B.C.). Merivale, Roman Triumvirates, 214–232. Allcroft, 194–209. Shuckburgh, 118–130. Firth, 129–153.

Sources: Antony. Munro, No. 90. Cicero, Philippics Cicero, Letters (translated by Shuckburgh), IV, 1–128.

Imaginative Literature: Shakespeare, Antony and Cleopatra.

55. Roman Culture in the "Ciceronian Age."

General Reference:

Botsford, Rome, 199–202.

a. Literature. Mommsen, V, 495–515.

(1) Cicero. Mackail, 62–78. Fowler, 65–83.

(2) Sallust. Mackail, 83–87. Fowler, 89–91.

(3) Cæsar. Mackail, 78–83. Fowler, 83–89.

b. Education. Johnston, Private Life of the Romans, 74–87. Preston and Dodge, Private Life of the Romans, 58–66. Mommsen, V, 211–218.

Additional Topic:

Cicero as seen in his Letters. Atlantic Monthly, May, 1888, 641–661.

XI. The Ancient World under the Roman Empire, 31 B.C.–375 A.D.

56. The Establishment of the Empire, 31 B.C.–14 A.D.

a. The constitution: survivals of the republican system; the *princeps;* changes in the government of the provinces and the city of Rome. Capes, Early Empire, 12–28. Abbott, 266–282. Bury, Roman Empire: (1) 13–22; (2) 28–34.

Pelham, 399–415; 424–433; 437–444. Shuckburgh, Augustus, 131–151. Firth, Augustus, 180–199.

b. The frontiers. Bury, 74–83.

(1) The East. Bury, 103–116. Pelham, 455–458.

(2) The Alpine region. Bury, 93–95. Pelham, 458–461.

(3) The Northwest (Teutoberg Forest, 9 A.D.). Bury, 130–133. Capes, Early Empire, 34–35.

c. The literature of the Augustan Age. Botsford, Rome, 215–218. Bury, 149–161. Duruy, IV, 169–186. Myers, Rome, 486–492.

(1) Vergil. Mackail, 91–105. Fowler, 99–114.

(2) Horace. Mackail, 105–119. Fowler, 114–128.

(3) Livy. Mackail, 144–155. Fowler, 156–163.

Sources: Monumentum Ancyranum. Pennsylvania Translations and Reprints, Vol. V, No. 1. Munro, No. 99.

Selections from the Literature. Botsford, Story, 227–231; 233–235; 255–259.

The provinces under Augustus. Munro, Nos. 184–186; 188–190.

Additional Topics:

A. Reports on particular provinces. Bury, 83–137. Duruy, IV, 50–90. Mommsen, Provinces.

B. Augustus as a builder. Lanciani, Ruins and Excavations, 138–144; 302–307. Bury, 140–148. Monumentum Ancyranum, Chs. xix–xxi.

C. Character of Augustus. Shuckburgh, Augustus, 265–293. Firth, 341–365.

D. The worship of the Emperor. Duruy, IV, 18 and following.

Map Work:

Mark the provinces; distinguishing between the imperial and the senatorial.

Imaginative Literature: Lew Wallace, Ben Hur.

57. The Julian and Flavian Cæsars, 14–96 A.D.

a. The constitution: growth of monarchical ideas. Pelham, 486–499. Abbott, 289–302. Capes, Early Empire (see index).

b. The Empire.

(1) The East. Bury, 206–209. Pelham, 497–500.

(2) The German frontier. Bury, 166–177. Mommsen, Provinces, I, 170–194.

(3) Britain. Pelham, 501–506. Bury, 223–226. Mommsen, Provinces, I, 170–194.

c. The emperors. Freeman, Essays, 2d Series, Essay ix ("The Flavian Caesars"). Special reports on individual emperors. Capes (see index). Merivale, Romans under the Empire.

d. The condition of the Empire and society. Botsford, Rome, Ch. xv.

(1) Life in the towns. (*a*) Appearance: Friedländer, Town Life in Ancient Italy, 1–12; Boissier, Rome and Pompeii, 354–369. (*b*) Government: Friedländer, 12–21; Duruy, V, 327–331. (*c*) Amusements: Friedländer, 43–53. Pellison, Roman Life in Pliny's Time, 186–228; Johnston, Life of the Romans, sec. 338–363. (*d*) Pompeii: Thomas, Roman Life under the Cæsars, 15–28; Boissier, 419–435. (*e*) The Graffiti, Thomas, 28–41. (*f*) Country houses: Thomas, 190–200.

(2) Life in the provinces. Capes, Early Empire, 191–202.

(3) Travel and correspondence. Johnston, 278–299. Pellison, 228–271.

(4) Commerce. Capes, 202–209. Duruy, V, 475–485.

Sources: Education. Munro, Nos. 153–156. Amusements. Munro, Nos. 164–178. The Eruption of Vesuvius. Botsford, Story, 275–278. Life and manners. Botsford, Story, 281–284. The burning of Rome. Tacitus, Annals, Bk. XV, Chs. 38–45.

Additional Topics:

A. The destruction of Jerusalem. Bury, 366–373. Duruy, IV, 623–637.

B. The classes in the towns. Friedländer, 21–30.

C. The finances of the towns. Friedländer, 30–43.

Imaginative Literature: Bulwer-Lytton, Last Days of Pompeii. Sienkiewicz, Quo Vadis.

58. The Empire under the "Good" Emperors, 96–180 A.D.

General References:

Koch, 127–134. Wolfson, 419–429.

a. The government and administration. Capes, Age of the Antonines, 203–221. Abbott, 317–327. Pelham, 513–523. Bury, 434–438; 509–514. Arnold, Provincial Administration, 232–238. Duruy, IV, 792–807.

b. Extension and consolidation.

(1) Trajan (Dacia and Mesopotamia), 98–117 A.D. Bury, 448–456. Capes, 29–51.

(2) Hadrian (travels and fortifications), 117–138 A.D. Bury, 494–504. Duruy, V, 105–116.

(3) Marcus Aurelius (Marcomanic War), 161–180 A.D. Bury, 542–550. Capes, 98–111.

c. The condition of the Empire in the second century. West, 415–423. Wolfson, 431–438.

d. "The Silver Age of Literature." Mackail, 221–233. Botsford, Rome, 256–261. Wolfson, 441–443. Bury, 458–463, 466, 475–484. Fowler.

Sources: Correspondence of Trajan and Pliny. Bury, 440–448. Duruy, IV, 807–814. Fling, Studies in European History, I, 125–144. Marcus Aurelius. Botsford, Story, 311–315.

Additional Topics:

A. A general view of the Empire. Gibbon, Decline and Fall of the Roman Empire, I, Chs. i–iii.

B. Conquest and organization of Dacia. Bury, 421–430. Duruy, IV, 743–776.

C. The life of Pliny the Younger. Thomas, 331–365.

D. The Forum of Trajan. Lanciani, 310–319.

E. Hadrian's villa at Tivoli. Boissier, Rome and Pompeii, 241–268.

Map Work:

Mark the additions of Trajan. Indicate the fortifications of Hadrian.

Imaginative Literature: Pater, Marius the Epicurean.

59. The Roman Empire under the Soldier Emperors: a Century of Revolution. 180–284 A.D.

General References:

Pelham, 546–552. Botsford, History, 266–276.

a. Typical Emperors.

(1) Septimius Severus, 193–211 A.D. Gibbon (Bury ed.), I, 111–116; 121–124.

(2) Caracalla (extension of the Roman franchise), 211–217 A.D. Gibbon, I, Ch. vi, 130–136; 164.

(3) Elagabalus, 218–222 A.D. Gibbon, I, 144–147 Duruy, VI, 277–286.

(4) Aurelian, 270–272 A.D. Gibbon, I, 291–300. Duruy, VI, 463–473.

Additional Topics:

A. The new Persian Empire. Gibbon, I, 195–212.

B. The conquest of Palmyra. Gibbon, I, 302–315. Duruy, VI, 488–498.

C. The wall of Aurelian. Lanciani, 66–72.

D. The arch of Septimius Severus. Lanciani, 282.

60. The Roman Empire under the Absolute Emperors, 284–375 A.D.

General References:

Morey, 289–301. Botsford, Rome, 278–287. Bémont and Monod, Medieval Europe, 1–21.

a. Absolutism. Gibbon, I, 350–355. Abbott, 334–340. Pelham, 555–560.

b. The provincial organization. Arnold, Provincial Administration, 166–178. Morey, 295–298.

c. Hierarchy of officials. West, 435–438. Gibbon, I, 379–392; II, 160–200. Hodgkin, Dynasty of Theodosius, 33–44.

Additional Topic:

Society in the fourth century A.D. West, 449–457. Robinson, History of Western Europe, 8–17. Hodgkin, Dynasty of Theodosius, 44–52. Adams, Civilization during the Middle Ages, 76–88.

Map Work:

Mark the præfectures and dioceses.

Source: Notitia Dignitatum, Pennsylvania Reprints, VI, 4.

61. The Rise and Triumph of Christianity.

a. Attitude of Roman government toward Christianity. Adams, European History, 120–121. Emerton, Introduction to the Middle Ages, 92–95. Gibbon, II, 71–84.

b. The persecutions. Fisher, The Christian Church, 45–51. Wolfson, 449–454. Gibbon, II, Appendix 8.

c. The triumph and establishment of the Church. West, 439–443. Wolfson, 454–455. Emerton, 95–96.

d. The organization of the Church. Fisher, 51–59. Duruy, VI, 178–196. West, 443–445. Emerton, 96–108. Adams, 122–126.

Sources: The attitude of the emperors toward the Christians. Munro, Nos. 123–129, 132, 134. The Persecutions. Pennsylvania Reprints, IV, No. 1. Jones, Civilization in the Middle Ages, No. 1.

Additional Topics:

A. Christianity in the Roman Empire. Adams, Civilization during the Middle Ages, 39–50.

B. The contribution of Christianity. Adams, Civilization during the Middle Ages, 50–64.

C. The catacombs. Boissier, Rome and Pompeii, 142–152, 161.

XII. The Transition Period, 376–800 A.D.

62. The Invasions, and the Fall of the Western Empire, 376–476 A.D.

a. The Germans. Emerton, Introduction to the Middle Ages, 12–21. West, 458–463. Green, Short History of the English People, 1–7. Hodgkin, Dynasty of Theodosius, 55–72.

b. The invasion of the West Goths (Alaric), 376–410 A.D. Emerton, Introduction, 25–34. West, 466–468. Gibbon, III, 240–255.

(1) The sieges of Rome by Alaric. Gibbon, III, 309–326. Hodgkin, 159–166.

c. The invasion of the Vandals (Geiseric), 378–455 A.D. Emerton, Introduction, 37–39. Gibbon, III, 398–412. Hodgkin, 204–217.

(1) The sack of Rome. Hodgkin, 229–232.

d. The invasion of the Huns (Attila), 378–453 A.D. Emerton, Introduction, 41–47. Hodgkin, 180–193. Gibbon III, 416–420.

(1) The battle of Châlons, 451 A.D. Hodgkin, 195–197. Gibbon, III, 464–467.

e. The last Roman Emperor in the West, 476 A.D. Emerton, Introduction, 48–52. Gibbon, IV, 48–55.

f. The causes of the decline of Rome. West, 455–458. Myers, Rome, 445–455. Adams, Civilization during the Middle Ages, 76–88. Cunningham, Western Civilization (Ancient Times), 175–195. Hodgkin, Italy and her Invaders, II, Ch. ix. Bury, Later Roman Empire, I, Ch. iii (valuable for teachers).

g. The influence of Rome. Morey, 314–323. Adams, Civilization, 20–37.

Sources: The Germania of Tacitus. Selections, in Pennsylvania Reprints, Vol. VI, No. 3; and in Kendall, Source Book of English History, 1–12. The Huns. Jordanes' description, in Hodgkin, Dynasty of Theodosius, 81–83.

63. The West: Continued Invasions, and Formation of Germanic States. 476–774 A.D.

General References:

Adams, Mediæval Civilization (Primer), 46–49. Fairley's Seignobos, 440–448. Bryce, Holy Roman Empire, Ch. iii. Gibbon, Ch. xxxvii, last half, for Conversion of the Barbarians.

a. Condition of Europe in 476 A.D. Botsford, Ancient History, 445. Gibbon, Ch. xxxvi, last two pages. Adams, Civilization (Primer), 11–16 (generalization).

b. Italy: Ostrogoths, 493–552 A.D. (Theodoric); Lombards, 568–774 A.D. Wolfson, Essentials of Ancient History, 479–482, 484–485. West, Ancient History, 474–477, 479. Botsford, Ancient History, 446–449, 450–452. Emerton, Introduction, 52–59. Robinson, Western Europe, 28–34. Myers, Middle Ages, 16–19; 25–26. Oman, Dark Ages, Chs. xi, xvi.

c. Britain: the Anglo-Saxons (see *Outline of English History*, section 4). Botsford, Ancient History, 452–453. Adams, European History, 148–150. West, 483–485. Green, Short History of the English People, 6–16

(Harper ed.). Green, History of the English People, Chs. i, ii (for first settlement, 22–27).

d. Gaul: the Franks (see section 66, below).

e. Spain: "decaying kingdom of the Visigoths" (to 711 A.D.). Botsford, History of Rome, 302. Robinson, 26, 39. Emerton, Introduction, 33–34. Oman, Dark Ages, Chs. viii, xiii.

f. Results of invasions: fusion of the two peoples (language, law). West, 486–490, 492–496, excellent summary. Robinson, Western Europe, 39–43. Adams, Primer, 49–55. Bryce, Ch. iii, end.

Additional Topic:

Theodoric. Hodgkin, Theodoric.

Map: showing routes of migrations and final place of settlement. Emerton, Introduction, 34. Robinson, 27, 31, 62. Putzger, Atlas, 13 *a* and 13.

64. THE EAST: ONE EMPEROR (CONSTANTINOPLE); A NEW PROPHET. 476–732 A.D.

General References:

Fairley's Seignobos, 449–457, 467–475. Myers, Middle Ages, 73–115 (too many dynastic details of the caliphs, but otherwise useful).

a. Justinian: conquests, and codification of the law. Adams, European History, 144–146. Botsford, Ancient History, 448–450. West, 477–479. Wolfson, 482–484. Bémont and Monod, Medieval Europe, Ch. viii. Bryce, "Justinian," in the Encyclopædia Britannica. On the Code: Wilson, The State, 142–159; Gibbon, Ch. xliv; Morey, Roman Law, 158–163. Oman, Dark Ages, 80–105 (Ostrogothic wars of Justinian).

Source: Fling, European History Studies, I, No. 10.

b. The rise of Mohammedanism: Mohammed; his religious system; Saracen conquests. West, 499–505. Oman, Dark Ages, 213–220. Emerton, 122–129. Adams, European History, 155–160. Munro, Middle Ages, Chs. i, ix. Gilman, Story of the Saracens, Chs. xv, xvi. Carlyle, Heroes and Hero-Worship, Lecture ii. Lane-Poole, Speeches and Table-Talk, introduction.

If time is inadequate, it will probably prove desirable to devote the greater part of the time to Mohammedanism by saving time on topic *a*.

Sources: Extracts from the Koran: Sheldon, General History, 276–285 (interesting selections). Jones, Civilization in the Middle Ages, No. 3. Lane-Poole, Speeches and Table-Talk.

Additional Topics:

A. The Iconoclastic controversy. Robinson, 74. Myers, Middle Ages, 156–158. Gibbon, Ch. xlix, first ten pages.

B. Belisarius. Oman, Story of the Byzantine Empire, Chs. vi, vii. Hodgkin, Italy and her Invaders, IV.

C. The siege of Constantinople by the Saracens. Gibbon, Ch. lii. (The Second Siege, 717–718 A.D. Finlay, History of the Byzantine Empire from 716 to 1057, Ch. i.)

D. The Saracen conquest of Spain. Gibbon, Ch. li. Lane-Poole, Moors in Spain, Chs. i–ii (iii).

65. "The Rise of The Christian Church."

General References:

Wolfson, 490–492. Fairley's Seignobos, 458–467. Munro, History of the Middle Ages, Ch. iii. Emerton, Ch. ix. Robinson, Ch. iv. Kingsley, The Roman and the Teuton, Lecture ix.

a. Early organization of the Church; growth of the papal power to 600 A.D. West, 443–444, 505–510. Botsford, Ancient History, 422. Adams, Mediæval Civilization (Primer), 25–36. Emerton, Ch. ix. See section 61, *d*. (For the relations of the papacy with the Franks, see section 66).

Source: New Testament.

b. Differences and divisions. Botsford, Ancient History, 423. West, 444–445; 507 and following. Fairley's Seignobos, 400–401. See also references under The Iconoclastic controversy, section 64, *Additional Topic A*.

c. Monasticism. Adams, Primer, 37–38. West, 490–492. Sheldon, General History, 269 and following. Emerton, Ch. xi. Kingsley, The Roman and the Teuton,

Lecture ix. Jessopp, The Coming of the Friars, Ch. iii. Gibbon, Ch. xxxvii, first 17 pages.

Source: The Benedictine Rule, in Henderson, Historical Documents, 274–314; or, in part, in Jones, Civilization in the Middle Ages, 90–103.

d. Influence of the early Church. Bury, Later Roman Empire, Bk. I, Ch. ii. Adams, Primer, 38–46. Adams, Civilization during the Middle Ages, 39–43; 50–64. Lecky, History of European Morals, II, 1–4; 8–11; (effects on slavery) 61–73.

Additional Topics:

A. Pope Gregory the Great. Robinson, Western Europe, 52–55; 61. Emerton, Introduction to Middle Ages, 109–113. Hodgkin, Italy and her Invaders, V, Ch. vii.

B. The life of St. Columban and the work of the Irish Monks. Zimmer, The Irish Element in Mediæval Culture, 19 ff.

Source: Pennsylvania Reprints, II, No. 7 ("Life of St. Columban").

16. The Growth of the Frankish Power; a New Emperor. 486–800 A.D.

General References:

Fairley's Seignobos, 476–485. Myers, Middle Ages, 117–129. Robinson, Western Europe, 34–38, and Chs. vi, vii. Oman, Dark Ages, Chs. iv, vii, x, xv, xvii, xix–xxii.

a. Clovis and the Merovingians. West, 480–482. Wolfson, 486–487. Myers, Middle Ages, 21–23; 35. Emerton, Chs. vii, x.

Source: Sheldon, General History, 271–273, for conversion of Clovis, as told by Gregory of Tours. Also see quotations in Emerton, 61; 114–115.

b. The Carolingians as "mayors"; battle of Tours, 732 A.D. West, 497–499. Emerton, 126–129 (Tours), 151–162. Hodgkin, Charles the Great, 8–45.

Source: Einhard's Charlemagne, 11–19 (translated in "Harper's School Classics").

c. The Carolingians as kings; Lombardy. Adams, European History, 160–163. Emerton, 162–179. Bryce, Holy Roman Empire, 34–41.

Source: Einhard, 19–21.

d. Charlemagne: the king crowned emperor, 800 A.D. West, 512–520. Wolfson, 497–501. Adams, European History, 164–171. Munro, Middle Ages, Ch. ii. Emerton, Ch. xiii. Bryce, Ch. iv and the beginning of Ch. v. Hodgkin, Charles the Great. Oman, Dark Ages, Chs. xx–xxi.

Sources: Einhard, 21–47; 56–68. Sheldon, General History, 274, and Bryce, Ch. v, 49–59, for crowning of Charlemagne. Pennsylvania Reprints, VI, No. 5 ("Laws of Charles the Great").

Map Work:

The Empire of Charlemagne (see Emerton, 208–213, text). Emerton, map facing p. 180. Gardiner, School Atlas of English History, No. 6. Putzger, Atlas, No. 14.

Additional Topics:

A. Boniface and his Work. Cutts, Charlemagne, Ch. xii. Emerton, Introduction, 130–132. Hodgkin, Italy and her Invaders, VII, 81–84; 107–109; 123; 127–128; 130; 236.

B. The Salic Law. Henderson, Select Documents, Bk. II, No. 1. Emerton, Introduction, Ch. viii.

17. RETROSPECT, FROM THE EUPHRATES TO THE RHINE.

References:

Adams, European History, 5–6; 15; 17; 19; 53–55; 102–104. West, 520–522. Botsford, Ancient History, 468–469. Lavisse, General View, 1–29. Emerton, Introduction, Ch. i (for Greece and the Roman Empire). Adams, Civilization during the Middle Ages, 443–447 (the Roman Empire, the Church, and the Teutonic elements). Bury, Later Roman Empire, II, 535–540 (summarizing the Empire, 395–800 A.D.).

PART II

MEDIÆVAL AND MODERN EUROPEAN HISTORY

MEDIÆVAL AND MODERN EUROPEAN HISTORY

800 to 1900 A.D.

INTRODUCTION

This field presents peculiar conditions. The period is so vast, so full of life and movement, that the historic picture must be drawn in free and bold outline, in clear perspective, and with strong emphasis upon striking personages and events, if the young pupil is to retain any impression of it that is worth having. Covering a period of eleven hundred years, and the history not only of all the great powers except the United States and England, but also of that period of national expansion which brought Europe into the closest contact with the new world of the West and the old world of the East, it is occupied with large social and institutional movements, and with the complex questions of international politics. As compared with a national history, like that of England or of France, it is much more comprehensive; as compared with Ancient History, it is much more complex and involved. It is, therefore, a period of peculiar difficulty from the standpoint of the teacher. It is, nevertheless, important that an apprehension of the main features of

its life be possessed, because of their bearing upon all the affairs of the world. They are facts of which every person of the most ordinary education ought to know something. There is, therefore, a justification for placing it in the secondary school curriculum; and if placed there it should follow Ancient History, thus giving due emphasis to the sequence of development.

The task of any teacher or of any guide through this labyrinth is one of simplification and coördination of things that are seemingly diverse and divergent, but are really closely related. There is not at present any text-book at once simple and comprehensive and giving that thorough grasp of the subject which is essential to make the study of it really valuable. Those of Adams and Myers have some merits, but neither meets the demand for a guide at once simple and scholarly for second-year students in the high school.

There are two methods of studying this field, each of which has its advocates, — one by grouping the study around the great movements which divide it into natural periods, the other by the use of some national history, as that of France, for a central core. These methods are well discussed in the report of the Committee of Seven, and it is not necessary to recapitulate the argument here. The former has the advantage of presenting a better perspective and a juster proportion; while the latter has the larger opportunity for detailed and connected treatment, and hence for enlisting the interest of the young student, always more readily attracted by concrete facts and the deeds of persons than by the discussion of movements so broad

as to seem abstract and lacking in personal interest; but it has the serious disadvantage of distorting the historical perspective, a true sense of which is one of the most important ideas to acquire in this study. A way may be found, in the suggestions that follow, to overcome the common objections to a general treatment. If the specialized method is preferred, the syllabus may be used to the greatest advantage to avoid the danger just mentioned.

It seems possible to combine to a certain extent the merits of both methods by means of a syllabus based in its general plan upon the large movements of mediæval and modern Europe; showing how the peculiar institutions of the former were related to those of antiquity, of which the student is supposed to have a knowledge; what great forces (Christianity and the Germanic peoples) caused the characteristic changes of the period; and how in its shadowy recesses were forged the instruments which opened new worlds and a new historic era. In the same way the pupil should be led to see the Reformation as something more than a debate over doctrines or a quarrel over church administration — as the outcome of the irrepressible conflict between the German and the Latin idea; he should have some idea of the significance of the growth of the idea of nationality with its profound influence on modern history, of what is meant by the balance of power and its use in European politics; he should understand the changes produced in the world by epoch-making inventions, the advance of industry revolutionizing life for millions of people, the effect of the opening of the new world upon

Europe itself; and finally the meaning and importance of modern democracy. These are some of the fundamentals, the real things of human life, without which the history of mediæval and modern Europe might as well not be studied. The problem is how to put them before the boy of fourteen or fifteen so as to hold his interest and attention. This can be done by putting human interest into the study of each topic, and it seems possible to accomplish this result by utilizing the biographical element, or by putting in the foreground the nationality most prominent for the time being.

Thus the first Otto is a striking and typical figure in the founding of the new mediæval empire; Frederic Barbarossa may be taken as typical of flood-tide mediævalism, with some churchman risen from the ranks to illustrate the other great force of the Middle Ages. It is easy enough to find human interest in the Crusades. The human side of the Renaissance can be made real through carefully selected sources; and in the Reformation Luther and Zwingli, Calvin and Loyola, and others can be used each in his turn, to give to the study of the period an interest which a mere general narrative would not possess. Spain will appear as the nation of chief prominence in the era of discovery, and through Motley's fascinating pages the pupil may be led to an understanding of the reasons for the decline of Spanish power. France, with Henry IV and Louis XIV, may head the line in the study of the growth of nationality, and the French Revolution brings that country to the front again in the study of the beginnings of modern democracy. It is possible to follow this idea from 800 A.D. to 1900,

bringing the larger lessons of elementary politics and society into close relation with the lives of individual men and peoples.

In this connection the committee warmly recommends to teachers the perusal of Diesterweg's article on "Instruction in History" in Stanley Hall's "Pedagogical Library," Vol. I (Ginn, 1883). Diesterweg is in favor of insisting on the few culminating points of history and letting everything else go. His idea of the proper title for a text-book would be: "Stories of the most remarkable events." It is hopeless to strive for completeness in regard to matter and uniformity of detail, to attempt to "distil the labor of historical minds during fifty years into the concentrated experience of five hours." "The reading of history," Diesterweg goes on, "must be stataric (*i.e.* must revolve round fixed points) before we pass over to cursory reading." And Diesterweg is only unhappy because in five hundred lessons he can teach so little of *German* history. Woe to us with the history of all Europe and one hundred and twenty lessons!

Diesterweg's conclusion that the first instruction in general European history should deal with "culminating points," unquestionably suggests the proper method for first instruction in this most difficult subject, not to impart knowledge as if it came from an encyclopedia, a dictionary, or a table of contents, but to dwell on the points of the most far-reaching importance, those that are most dramatic, most interesting, and most familiar to cultivated persons in the world at large. Better that the pupil should read ten pages about the peace of Tilsit than all that the text-book has to say on the whole

period. In that way the boy will be introduced to the chief personages of the preceding campaigns, and his natural common sense will lead him to ask what monstrous defeats could have led to this cruellest of all treaties that France ever signed. A little oasis will have been formed in his mind from which he will be constantly and instinctively reclaiming more and more of the arid waste around. By this treatment it is possible to establish a number of little points of vantage from which the pupil can look around over the whole field. These are to be *his* topics, and all his life long he will be interested in adding to and readjusting his knowledge concerning them. Let him look back from the execution of Louis XVI to know what was happening in the months just preceding; let him be introduced to the struggle of the popes and emperors by reading *at length* of the dramatic scene at Canossa. This period of wonderful variety lends itself peculiarly well to such a picturesque, graphic treatment. In this lies its salvation as a school study. It is well understood that the residuum of actual knowledge left in the mind of the pupil is comparatively small. We can, from a judicious treatment of the period, leave strong and, as far as they go, correct impressions, which will be of great value in future reading and study and in the general understanding of civilization. With such incidental treatment and the use as illustrations of simple and easily appreciated extracts from contemporary accounts and significant documents, the pupil may come from the year's work with some appreciation of what the Middle Ages mean in history, and we can ask for little more.

Particularly in this second year of his course the boy should acquire considerable training in historical methods and ways of thinking, and should become familiar with a considerable amount of literature. He should learn to distinguish good, scholarly books from bad, superficial ones, and it should be pointed out to some extent how history books are written: that we have not merely been copying one from the other from the days of Charlemagne down, but that large masses of absolutely contemporary evidence, even for periods as distant as that of Charlemagne, still exist, and are constantly being worked over anew. It is quite possible, even at this stage of instruction, to impart an appreciation of the fact that historical knowledge is advancing; that when legends like that of William Tell being the founder of Swiss independence are abandoned, it is on good grounds and on careful sifting of evidence. The pupil can also be shown how to handle books, how to find what he wants in the table of contents or in the index. In working out his topics he can be taught how to select and to group his facts, as well as to express his results in concise and correct language. Above all, his imagination and his appreciation of what is really interesting and significant may be quickened, strengthened, and disciplined. Remember his age and his natural interest in stirring episodes and in great men. The history of mediæval and modern times falls naturally into connection with his ordinary reading, with Scott's novels, and even with the Henty books. This connection should be constantly played upon, as also that with the ordinary geography lessons of this age. He is as

yet too young for a coherent, philosophical system of history.

The Periods of European History. — In the grouping of subjects for this course, its special characteristics and difficulties of treatment have been kept in mind. Ten groups or periods have been made. These are to a certain extent chronological, but their motive is to be found in sequence of development rather than of time. They therefore frequently overlap each other. It will be noted that in the suggested division of time by exercises stress has been laid upon the modern period (since the beginning of the Reformation). This is done because it is as a rule easier to interest a class in those periods which can be constantly related to and illustrated from our modern life, and also because of the greater complexity of modern history and its increasing importance. It is necessary, if the best results are to be attained, to consider especially the quality of interest in the teaching of history of that which is foreign and remote.

In the first group, the Carolingian Empire and Rise of Feudalism, the pupil is brought face to face with that Germanic reorganization which wrought such great changes in the constitution of Europe, with the anarchy of the ninth century, and the adoption of a new system of society and law, rudely adapted to rude conditions. This is prefaced by introductory sections dealing with the rise of the Papacy and Empire, 325–800 A.D. These sections may be omitted, or used only for a rapid review in those schools which carry the course in Ancient History through to 800 A.D. Close study of institutional details

is manifestly impossible for the secondary school pupil. A broad, general view of the structure of feudalism, and an idea of Charles the Great and other dominating figures, together with a picture of the disorder of the ninth century, which enforced new adjustments, is as much as can be expected. The pupil may obtain a clear apprehension of the life of Europe in these stormy centuries from reading Scheffel's "Ekkehard," and the impression thus gained will be more valuable to him than much exact knowledge more painfully acquired.

In the second group, a short time is found for noting the new imperial régime that followed the downfall of the Carolingians and the beginnings of the mediæval church. In it the first Otto stands as the conspicuous and dominating figure. This is hardly more than a preface to this large group, in which the somewhat difficult subject of the Empire and the Church, upon which all mediæval history hinges, is studied. The technical questions involved may be left out of consideration, as only to be grasped by far older students, but Henry and Hildebrand and their associates may tell their own story in a way to vividly impress the pupil's mind, and gradually work out into true proportions if he pursues his studies in later years. Within the same group, the questions introduced in the preceding part find further illustration and development, and in Frederic Barbarossa, Bernard, Frederick II, and a host of others, is ample material for a brilliant story picture, attractive to any young person, in which mediæval Europe will become real in spite of himself.

The Renaissance, important as it is, is, like most transition periods, somewhat intangible. It is best studied through its typical personalities, Dante, Petrarch, Boccaccio, Savonarola, Macchiavelli, Erasmus, and many others, whose lives will readily suggest themselves as broadly illustrative of the period. If possible, its fundamental, intellectual idea, and its relation to feudal Europe, the Church, and the Reformation, should be sufficiently developed to make its place in history and its contribution clear in a general way to the pupil.

With the next group, the Protestant Revolution, we come to a period interesting, important, modern, and strongly human. It is very difficult, especially in public schools, to treat Reformation history in a way that will not give offence to the convictions of Protestants or of Roman Catholics. Is it out of place to suggest that the attitude of the teacher of history is one of strict impartiality and rigid adherence to the established facts of history? The story may be simply told. The critical questions that have divided peoples are not to be threshed out in the secondary school. It is only the facts that made history that are the subject of school work.

The effect of the Protestant Revolution and of race and geographical divisions, in emphasizing the spirit of nationality and bringing about the rise of modern nations (notice in this connection the peace of Westphalia and the German revolt against Swedish supremacy), advances our study rapidly into the widening field of international relations, and this suggestion is further developed in the eighth period, in which the wars of the eighteenth century, culminating in the Seven Years'

War, with its world-wide consequences, require careful study and will not puzzle the pupil overmuch. He will find delight in the campaigns of Marlborough, Eugène, and Frederic, and will be glad to know what came from them when he knows how profoundly they affected the life of to-day. The growing solidarity of mankind, and the consequent complication of international relations, should be impressed in a simple way at this point, and the thread thus taken up may be followed with interest and profit. Time must be found also to indicate the direction of the great current of eighteenth-century thought. We cannot make our secondary school pupil a philosopher, but it will not be difficult to show him how rapidly the Western world moved toward new things during the years in which Voltaire and Rousseau and the great German writers and thinkers flourished.

The French Revolution, rich in graphic literature, intense, dramatic, and rapid in action, with its culmination in Napoleon, is always an easy period to which to draw and hold the attention of a class, and from which to teach many important primary lessons in history and politics.

It is to be hoped that the full allotment of time can be given to the study of the growth of nationality and democracy in the nineteenth century. The teacher should show here how all the great tendencies and movements have culminated and worked themselves out in this most recent period, out of which has come the life of to-day. The heritage from Charles the Great to William I or Victor Emmanuel II is not very difficult

to show after a year of graphic study on the lines here indicated. Throughout the year stress should continually be laid upon culminating points, and the lives of typical men and women. An attempt has been made to suggest possibilities in this direction in connection with the different sections and topics.

SMALL SCHOOL LIBRARY COSTING ABOUT TWENTY-FIVE DOLLARS

ADAMS, G. B., Civilization during the Middle Ages. N.Y., Scribner, 1894. $2.50.

——. Growth of the French Nation. N.Y., Macmillan, 1897. $1.25.

ARCHER, T. A., and KINGSFORD, C. L., The Crusades. (Story of the Nations.) N.Y., Putnam, 1895. $1.50.

BESANT, WALTER, Gaspard de Coligny. N.Y., American Book Co., 1901. 30 cents.

BROWN, H. F., The Venetian Republic. (Temple Primers.) N.Y., Macmillan, 1902. 40 cents.

BRYCE, JAMES, The Holy Roman Empire. London and N.Y., Macmillan, 1896. $1.

EGINHARD, Charlemagne. N.Y., American Book Co., 1880. 30 cents.

EMERTON, EPHRAIM, Mediaeval Europe. Boston, Ginn, 1894. $1.50.

FOURNIER, AUGUST, Napoleon the First. N.Y., Holt, 1903. $2.

FYFFE, C. A., History of Modern Europe (popular edition in one volume). N.Y., Holt, 1896. $2.75. *Or*, PHILLIPS, W. A., Modern Europe, 1815–1899. (Periods of European History.) N.Y., Macmillan, 1901. $1.60.

GARDINER, B. M., The French Revolution. (Epochs.) N.Y., Longmans, 1902. $1. *Or*, MORRIS, W. O'CONNOR, The French Revolution and First Empire. N.Y., Scribner, 1894. $1.

GARDINER, S. R., School Atlas of English History. N.Y., Longmans, 1891. $1.50.

——, The Thirty Years' War. (Epochs.) N.Y., Longmans, 1886. $1.

HASSALL, ARTHUR, Louis XIV. (Heroes.) N.Y., Putnam, 1899 $1.50.

HÄUSSER, LUDWIG, The Period of the Reformation, 1517–1648. N.Y., American Tract Society, n. d. $2.

HENDERSON, E. F., A Short History of Germany. 2 vols. N.Y., Macmillan, 1902. $4.

Hume, M. A. S., The Spanish People. (Great Peoples Series.) N.Y., Appleton, 1900. $1.50.

Longman, F. W., Frederick the Great and the Seven Years' War. (Epochs.) N.Y., Longmans, 1898. $1.

Motley, J. L., Peter the Great. N.Y., Maynard, Merrill & Co., 1893. 25 cents.

Ploetz, Carl, Epitome of Ancient, Mediæval, and Modern History. Boston, Houghton & Mifflin, 1883. $3.

Robinson, J. H., Readings in European History. Boston, Ginn. In Press, 1904.

Seebohm, F., The Era of the Protestant Revolution. (Epochs.) N.Y., Longmans, 1890. $1.

Symonds, J. A., Short History of the Renaissance in Italy, edited by Pearson. N.Y., Holt, 1894. $1.75.

Wakeman, H. O., The Ascendency of France, 1598–1715. (Periods of European History.) New York, Macmillan. $1.40.

The above list can be purchased for a school library through a firm of general booksellers for about $25. It includes books primarily for collateral reading and therefore omits the text-books of Munro, Myers, Robinson, West, Whitcomb, etc., whose exact titles may be found in the list below.

SELECT LIST OF BOOKS REFERRED TO IN THIS OUTLINE AND ADAPTED FOR A TOWN OR LARGE SCHOOL LIBRARY

ADAMS, G. B., Civilization during the Middle Ages. N.Y., Scribner, 1894.

——, European History. N.Y., Macmillan, 1899. *Or*,

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GENERAL SURVEY OF THE FIELD — *Continued*

MEDIÆVAL AND MODERN EUROPEAN HISTORY, 800–1900 A.D.

Per cent of total No. Exercises			Per cent of total No. Exercises
		34. The eve of the Reformation in Germany.	1
		35. The Lutheran Reformation, to 1525.	2
		36. Charles V and the Reformation in Germany, 1526–1555.	1
	VII. The Protestant	37. The Zwinglian Reformation in Switzerland, to 1531.	1
15	Revolution and the Wars of Religion, 1517–1648.	38. John Calvin and his work.	
		39. Rise of Protestantism in France, to 1572.	3
		40. France under Henry IV.	1
		41. The Catholic Reformation and the Jesuits.	1
		42. The Revolt of the Netherlands, 1568–1648.	2
		43. The Thirty Years' War, 1618–1648.	3
		44. Richelieu and the establishment of the absolute monarchy.	1
	VIII. The Ascendency	45. Louis XIV and his court.	1
	of France and	46. The people; Colbert and his re-	
5	the Age of	forms.	1
	Louis XIV.	47. Louis XIV's wars.	2
		48. The formation of the Russian empire; Peter the Great.	2
	IX. The Rise of	49. The expansion of Russia in the eighteenth century.	1
8	Russia, Prussia, and of Colonial Interests. The Age of Frederick the Great.	50. The beginnings of the Prussian state, 1640–1740.	1
		51. Frederick the Great, 1740–1786	2
		52. Frederick the Great in time of peace.	1
		53. The expansion of England.	1

GENERAL SURVEY OF THE FIELD — *Continued*

MEDIÆVAL AND MODERN EUROPEAN HISTORY, 800–1900 A.D.

Per cent of total No. Exercises			Per cent of total No. Exercises
5	IV. The East and the Crusades. 1096–1270.	15. The East before the Crusades.	1
		16. The First Crusade, 1096–1099.	1
		17. The Kingdom of Jerusalem and the Second Crusade.	1
		18. The Third and Fourth Crusades.	1
		19. The end of the Crusades.	1
6	V. Christian and Feudal Civilization.	20. The church in the thirteenth century.	1
		21. Mediæval schools and universities.	1
		22. The life of the military classes.	1
		23. Peasant life.	1
		24. Towns and town life.	1
		25. Mediæval commerce.	1
10	VI. The Era of the Renaissance, Fourteenth and Fifteenth Centuries.	26. Germany and the Empire, 1273–1493.	2
		27. France in the fourteenth and fifteenth centuries; the Hundred Years' War.	2
		28. The consolidation of Spain into a powerful monarchy.	1
		29. Political and social conditions in Italy in the fourteenth and fifteenth centuries.	1
		30. The beginning of the Renaissance in Italy; the revival of learning.	1
		31. The fine arts during the Renaissance.	1
		32. The age of the great discoveries and inventions.	1
		33. Reforming movements of the fifteenth century.	1

GENERAL SURVEY OF THE FIELD

MEDIÆVAL AND MODERN EUROPEAN HISTORY, 800–1900 A.D.

Per cent of total No. Exercises			Per cent of total No. Exercises
7	I. The Carolingian Empire and the Rise of Feudalism, to the Tenth Century.	1. The development of the Christian church.	1
		2. The consolidation of the Frankish kingdom, to 768.	1
		3. The wars and conquests of Charlemagne.	1
		4. The founding of the empire of Charlemagne, 800 A.D.	1
		5. The decline of the Carolingian empire, and the formation of separate monarchies.	1
		6. The beginnings of feudalism.	2
5	II. The Papacy and the Beginning of the New German-Roman Empire, to 1254.	7. Germany and Italy, to the death of Otto the Great, 973.	1
		8. The struggle over the right of investtiure, to 1122.	1
		9. Frederick I (Barbarossa), 1152–1190.	1
		10. Innocent III and his position in Christendom, 1198–1216.	1
		11. Frederick II and the fall of the Hohenstaufen.	1
3	III. The Formation of France, to 1328.	12. The rise of the Capetian dynasty, to 1180.	1
		13. France under Philip Augustus and St. Louis, 1180–1270.	1
		14. Philip the Fair, 1285–1314, and Pope Boniface VIII, 1294–1303.	1

GENERAL SURVEY OF THE FIELD — *Continued*

MEDIÆVAL AND MODERN EUROPEAN HISTORY, 800–1900 A.D.

Per cent of total No. Exercises.			Per cent of total No. Exercises.
8	X. The French Revolution, 1789–1795.	54. The abuses and evils of the Old Régime.	1
		55. Growth of a revolutionary spirit before 1789.	1
		56. Louis XVI and attempts at reform.	1
		57. The beginning of the Revolution, and destruction of the Old Régime.	1
		58. The attempt to make a constitution, 1789–1791.	1
		59. The failure of the constitution and fall of the monarchy, 1791–1792.	1
		60. The first French Republic and the war against Europe, 1792–1793.	1
		61. The Reign of Terror, 1793–1794.	1
10	XI. Napoleon Bonaparte and the Napoleonic Wars, 1795–1815.	62. France in 1795.	1
		63. General Bonaparte in Italy and Egypt, 1796–1799.	1
		64. Bonaparte as Consul, 1799–1804.	1
		65. The Napoleonic empire, 1804.	1
		66. Napoleon's campaigns from Austerlitz to Tilsit, 1805–1807.	2
		67. The national uprisings against Napoleon, 1808–1812.	2
		68. The downfall of Napoleon, 1813–1815.	2

GENERAL SURVEY OF THE FIELD — *Continued*

MEDIÆVAL AND MODERN EUROPEAN HISTORY, 800–1900 A.D.

Per cent of total No. Exercises.			Per cent of total No. Exercises.
18	XII. Growth of Nationality, Democracy, and Liberty in the Nineteenth Century.	69. The Congress of Vienna and Metternich's system of absolutism.	3
		70. The Paris Revolutions of 1830 and 1848.	1
		71. France under Napoleon III and the Third Republic.	1
		72. The unification of Italy.	2
		73. The struggle for liberty and unity in Germany, 1815–1858.	1
		74. The foundation of the German empire under Bismarck and William I (1858–1888).	2
		75. Austria-Hungary under Francis Joseph I, 1848–.	2
		76. Turkey and the Eastern Question.	2
		77. The development of Russia in the nineteenth century.	2
		78. The expansion of Europe.	1
		79. The material progress of the nineteenth century.	1

OUTLINE OF MEDIÆVAL AND MODERN EUROPEAN HISTORY

I. The Carolingian Empire and the Rise of Feudalism.

1. The Development of the Christian Church.

a. Why the early Christians were persecuted.

b. The influence of Constantine upon the Church.

c. The first great Popes: Leo the Great, 440–461; Gregory the Great, 590–604.

d. Growth of the power of the Popes, to the 7th century.

References:

Robinson, History of Western Europe, 18–21. Emerton, Introduction to the Middle Ages, 93–113 (particularly good and adequate). See also sections 61 and 65 of the *Outline of Ancient History*.

Additional Topic:

The rise of Mohammedanism. Gilman, The Saracens, Story of the Nations Series, 78–207. (The book reads like a romance.) Lane-Poole, Speeches and Table-Talk of the Prophet Mohammad, introduction. See also *Outline of Ancient History*, pp. 111–112.

It will be seen that this and the following section do not fall within the limits of the period under consideration (A.D. 800–1900), yet a knowledge of them is absolutely essential. Many teachers may prefer to impart this knowledge by an informal lecture or talk; and once more attention is called to the fact that an oral narrative sometimes gives the best possible supplementary material. Or a review may be made of sections 61, 65, and 66 of the *Outline of Ancient History*.

2. The Consolidation of Various German Tribes into the Frankish Kingdom, to 768.

a. The wars and conquests of Clovis and his sons.

b. The conversion of the Franks to Christianity and the importance of that event.

c. The rise of the Mayors of the Palace and the overthrow of the Merovingian dynasty.

d. The rule of Pippin, 752–768, and its importance.

References:

Brief Accounts: Robinson, History of Western Europe, 34–38, 67–68, 72–76. Myers, Middle Ages, 21–24, 34–36, 117–120. Henderson, Short History of Germany, I, 11–26. Or see references in section 66 of the *Outline of Ancient History*.

Longer Accounts: Adams, Growth of the French Nation, 25–43. Emerton, Introduction to the Middle Ages, Chs. vii, x, xii. Bémont and Monod, Medieval Europe, Chs. v, xii. Thatcher and Schwill, Europe in the Middle Age, 84–88, 97–101, 106–114. Hodgkin, Charles the Great, 5–82. Sergeant, The Franks (Story of the Nations Series), 101–206. Davis, Charlemagne, 18–50 (particularly useful and interesting).

Sources: Eginhard's Charlemagne (Harper ed.), 15–20. Henderson, Select Historical Documents of the Middle Ages, 169–170, 176–189.

Additional Topic:

The ordeal as a legal proof of guilt or innocence. Emerton, Introduction to the Middle Ages, 81–87. University of Pennsylvania Translations and Reprints, IV, No. 4. Henderson, Documents, 268–269, 314–319.

3. The Wars and Conquests of Charlemagne.
   - *a.* The interference in Lombardy and its results, 772–774.
   - *b.* The subjugation of the Saxon people, 772–802.
   - *c.* The minor wars.

Brief Accounts: Robinson, History of Western Europe, 77–83. Kitchin, History of France, I, 125–131. Thatcher and Schwill, Europe in the Middle Age, 114–126.

Longer Accounts: Oman, Dark Ages, 343–356. Emerton, Introduction to the Middle Ages, 180–213. Davis, Charlemagne, 51–154. Hodgkin, Charles the Great, Chs. v–ix.

Additional Topic:

Personal characteristics of Charlemagne. Eginhard's Life of Charlemagne tells us practically all that we know on this point. See also Kitchin, History of France,

I, 118–125; Davis, 232–257; Hodgkin, 85, 216–217, 222–226.

4. The Founding of the Empire of Charlemagne, 800 A.D.
   a. The imperial coronation in Rome and its meaning.
   b. The methods employed to govern and administer the empire.
   c. The encouragement of learning, literature, and art.

   Brief Accounts: Thatcher and Schwill, Europe in the Middle Age, 126–139 (particularly good). Henderson, Short History, I, 29–38. Munro, History of the Middle Ages, 11–18. Emerton, Introduction to the Middle Ages, 214–235. Oman, Dark Ages, 369–382. Lavisse, General View, 21–29.

   Longer Accounts: Bryce, Holy Roman Empire, 34–75. Adams, Civilization during the Middle Ages, 154–169. Davis, Charlemagne, 187–231 (very readable).

   Sources: Henderson, Documents, 170–171, 189–201. University of Pennsylvania Translations and Reprints, VI, No. 5 (see also discussion of accounts of the coronation in Bryce, Holy Roman Empire, 53–58).

   Map Work:

   Boundaries of the empire of Charlemagne. Emerton, Introduction to the Middle Ages, 180 (cf. 209–211). Gardiner, School Atlas of English History, No. 6. Putzger, Atlas, No. 14. Adams, European History, 168. Botsford, Ancient History, 459. West, Ancient History, 518.

   Additional Topics:

   A. Charlemagne's conception of the duties of an emperor (as shown in the capitulary of the year 802). Henderson, Documents, 170–171, 189–201.

   B. The Palace School. West, Alcuin, ch. iii. Davis, Charlemagne, 168–174. Guizot, France, I, 246–247.

5. The Decline of the Carolingian Empire, and the Formation of Separate Monarchies.
   a. Character of Louis the Pious as a reason for the decline of the empire.

b. The quarrels of Louis the Pious with his sons.

c. The events that led to the treaties of Verdun and of Mersen; terms of the treaties.

d. The last Carolingians in Germany and in France.

Brief Accounts: Thatcher and Schwill, 140–155. Robinson, History of Western Europe, 92–103, 120–121. Henderson, Short History, I, 38–45. Bémont and Monod, Medieval Europe, 211–227 (very good). Adams, European History, 175–184.

Longer Accounts: Emerton, Mediaeval Europe, 13–40, 405–414. Sergeant, The Franks, 298–319. Oman, Dark Ages, 382–445. Kitchin, France, I, 171–187. Adams, Civilization during the Middle Ages, 170–193.

Source: Henderson, Documents, 171–172, 201–207.

Additional Topic:

The Strassburg Oaths. Emerton. Munro.

Special Map Work:

The boundaries of the three kingdoms at the Treaty of Verdun. Myers, 130. Thatcher and Schwill, 146. West, Modern History, 10. Putzger, Atlas, No. 14.

6. The Beginnings of Feudalism.

a. Definition of the terms benefice and vassalage, and explanation of the fief as the central institution of feudalism.

b. Lord, vassal, and sub-vassal, and their respective duties, rights, and privileges.

c. Importance of feudalism from a military, financial, administrative, and social point of view.

Brief Accounts: Larned, History for Ready Reference, V, 3745 (article "Feudal System," compiled by Henderson). Thatcher and Schwill, 215–229. Myers, Middle Ages, 162–180. Bémont and Monod, 246–257. Robinson, 104–119. Adams, European History, 185–191. Munro, History of the Middle Ages, 40–50.

Longer Accounts: Emerton, Introduction to the Middle Ages, 236–255. Emerton, Mediaeval Europe, 478–495. Adams, Civilization, Ch. ix. Seignobos, The Feudal

Régime (translated by Dow). West, Modern History, 22–38.

Additional Topic:

The Vikings or Norsemen: their raids and their settlements. Myers, Middle Ages, 147–148, 189–191. Bémont and Monod, 231–234, 237–240, 290–291. Tout, 103–109, 114–115, 117–118. Emerton, Mediaeval Europe, 223–229. Oman, 414–421, 501–503. Kitchin, I, 171–179. West, 13–21. Keary, Vikings in Western Christendom. Green, Conquest of England.

II. The Papacy and the Beginning of the New German-Roman Empire.

7. Germany and Italy, to the Death of Otto the Great, 973.

a. Stem-duchies and first elective kings (Henry I, 919–936).

b. Revival of the empire by Otto the Great, 962.

Brief Accounts: Robinson, 148–153 (with good map). Bémont and Monod, 268–278. Thatcher and Schwill, 164–178. Henderson, Short History, I, 49–54. West, Modern History, 55–69.

Longer Accounts: Emerton, Mediaeval Europe, 90–148 (with map). Tout, Empire and Papacy, 12–47. Bryce, Holy Roman Empire, 76–88, 133–149. Henderson, Germany in the Middle Ages, 119–137.

Special Map Work:

Map showing the stem-duchies and the boundaries of the empire of Otto I. Emerton, Mediaeval Europe, 148. *Or*, Europe in 962 A.D. Munro, History of Middle Ages, 52.

Additional Topic:

Comparison of Charlemagne and Otto I. Emerton, Mediaeval Europe, 141–143.

8. The Struggle over the Right of Investiture, to 1122.

a. The Papacy in the ninth and tenth centuries; beginning of interference by Otto I.

b. Church and state under Henry III; his character and plans; prevalent evils in the Church.

c. Causes and beginnings of the struggle for the right of investiture: the youth and education of Henry IV; increasing power of the Papacy, 1059–1073; importance of the ceremony of investiture.

Brief Accounts: Robinson, 153–166. Tout, 60–64, 120–123. Henderson, Short History, I, 54–61. Article in Larned, History for Ready Reference, V, 3794–3796. Bémont and Monod, 286–294.

Longer Accounts: Emerton, Mediaeval Europe, 194–209, 212–240. Bryce, 133–163. Henderson, Germany in the Middle Ages, 189–201.

Source: Henderson, Documents, 361–367.

d. The struggle at its height, 1073–1077: phases of the Saxon rebellion and effect on Henry's policy; demands of Gregory VII; the ban; necessity for its removal; the pilgrimage to Canossa.

Brief Accounts: Bémont and Monod, 291–296. Robinson, 164–169. Thatcher and Schwill, 257–271. Henderson, Short History, I, 61–68. West, 74–83.

Longer Accounts: Emerton, Mediaeval Europe, 240–255. Tout, 123–132. Stephens, Hildebrand.

Source: Henderson, Documents, 367–385.

e. The end of the struggle: its course to the death of Gregory VII; last years of Henry IV's reign; Henry V and Pope Paschal II; the Concordat of Worms, 1122.

Brief Accounts: Robinson, 169–172. Bémont and Monod, 294–300. Henderson, Short History, I, 68–75. Emerton, Mediaeval Europe, 256–269.

Longer Accounts: Tout, 132–150. Henderson, Germany in the Middle Ages, 201–227.

Source: Henderson, Documents, 388–409.

Additional Topics:

A. The titles and pretensions of a mediæval emperor. Bryce, 182–203. Henderson, Documents, 357, 410–419 (Frederick Barbarossa's defence of imperial claims).

B. The quarrel between Gregory VII and Henry IV, as seen through their own letters (Gregory's accusations

and Henry's counter-accusations; Gregory's claim of papal superiority). Henderson, Documents, 351–354, 367–388.

C. Hildebrand's ideas of the powers of a Pope. Emerton. Henderson. Stephens.

9. Frederick I (Barbarossa), 1152–1190.

a. Beginning of the struggle with the Lombard communes: rise of the Italian communes; the Roncaglian decrees; the sieges of Milan.

Brief Accounts: Robinson, 173–179. Bémont and Monod, 303–312. Henderson, Short History, I, 78–82. Bryce, 167–181.

Longer Accounts: Emerton, Mediaeval Europe, 282–292, 298–302. Henderson, Germany in the Middle Ages, 246–259, 269–273. Symonds, Age of the Despots, 32–66. Tout, 249–265 (covers this and the next two topics). Freeman, Frederick I (Historical Essays, First Series).

b. Beginning of the struggle with the Popes: quibbles with Adrian IV; election of Alexander III; council of Pavia.

Brief Accounts: As above (*a*). Henderson, Short History, I, 79–86. Thatcher and Schwill, 281–295.

Longer Accounts: Balzani, The Popes and the Hohenstaufen, 29–79. Henderson, Germany in the Middle Ages, 250–269.

c. The end of Frederick's struggles in Italy: the Lombard League; the peace of Venice; Henry the Lion.

Brief Accounts: As above.

Longer Accounts: Emerton, 302–312. Balzani, 80–98. Henderson, Germany in the Middle Ages, 269–283.

Source: Henderson, Documents, 420–430.

Additional Topics:

A. The Besançon episode between Frederick Barbarossa and Adrian IV. Henderson, Documents, 410–419.

B. Arnold of Brescia. Emerton, 293–297, 454–456. Bémont and Monod, 306–308.

10. Innocent III and his Position in Christendom, 1198–1216.
   a. Innocent and Aragon.
   b. Innocent and England.
   c. Innocent and France.
   d. Innocent and the empire: the rival rulers of Germany and the battle of Bouvines, 1214.

   Brief Accounts: Robinson, 181–184. Bémont and Monod, 321–326. Thatcher and Schwill, 300–307.

   Longer Accounts: Emerton, Mediaeval Europe, 316–343. Tout, 313–335. Balzani, Popes and the Hohenstaufen, 122–156. Henderson, Germany in the Middle Ages, 334–347.

11. Frederick II and the Fall of the Hohenstaufen.
   a. Reign of the Emperor Henry VI: the acquisition of Sicily; capture of Richard of England; Henry's ambitious plans.

   Brief Accounts: Tout, 304–312. Emerton, Mediaeval Europe, 314–316. Bémont and Monod, 319–321. Henderson, Short History, 90–92.

   Longer Accounts: Henderson, Germany in the Middle Ages, 291–317. Balzani, Popes and the Hohenstaufen, 99–121.

   b. Frederick II and Gregory IX: causes of enmity; the crusade and its results; progress of hostilities to the death of Gregory IX, 1241.

   Brief Accounts: Henderson, Short History, I, 92–98. Emerton, 343–350. Munro, History of the Middle Ages, 193–197.

   Longer Accounts: Henderson, Germany in the Middle Ages, 345–366, 375–384. Balzani, 172–202. Tout, 358–385.

   c. Frederick II and Innocent IV: Frederick's misfortunes and death; the last of the Hohenstaufen dynasty.

   Brief Accounts: Emerton, 350–356. Henderson, Short History, I, 98–101. Tout, 385–392, 478–488.

   Longer Accounts: Henderson, Germany in the Middle Ages, 385–397. Balzani, Popes and the Hohenstaufen.

203–220 (Innocent IV), 221–256 (the last Hohenstaufen).

Additional Topics:

A. The personality of the Emperor Frederick II: his appearance, ability as a ruler, legislation, religious views, amusements, interest in science and art. Freeman, Essays, First Series. Kington, Frederick II.

B. A mediæval troubadour. Justin H. Smith, The Troubadours at Home.

III. The Formation of France, to 1328.

12. The Rise of the Capetian Dynasty, to 1180.

a. The great fiefs of France.

b. The accession of Hugh Capet, 987.

c. The reigns of Louis VI, 1108–1137, and Louis VII, 1137–1180.

Brief Accounts: Robinson, 120–132. Thatcher and Schwill, 484–487. Emerton, Mediaeval Europe, 401–405, 414–423. Munro, 64–72, 206–208. Adams, Civilization, 311–318. Adams, European History, 195–196, 224–229.

Longer Accounts: Adams, French Nation, 54–88. Bémont and Monod, 391–404. Tout, 82–92, 274–294, 393–404. Kitchin, France, I, 192–193, 255–284, 292–306. Guizot, Popular History of France, Chs. xiii–xiv.

Additional Topic:

The Norman Conquest of England: William in Normandy; preparations for conquest; the invasion; results of conquest for France. Johnson, Normans in Europe (Epochs Series), 86–91, 116–125. Kitchin, France, I, 212–215. Green's and Gardiner's Histories of England. Myers, Middle Ages, 189–200. Freeman, Short History of the Norman Conquest. See *Outline of English History*, p. 238.

13. France under Philip Augustus and St. Louis, 1180–1270.

a. The extension of the king's domain.

b. The development of the central government.

c. St. Louis as a king and a saint.

Brief Accounts: Robinson, 125–131. Adams, European History, 226–229. Munro, 208–212.

Longer Accounts: Adams, French Nation, 81–9 Emerton, Mediaeval Europe, 421–433. Tout, Empi and Papacy, 393–427. Hutton, Philip Augustus. Perry, St. Louis. Guizot, France, Ch. xviii.

Source: Joinville, Life of St. Louis (in Chronicles of the Crusades). See especially 357–367, 516–526. (Extracts in West, 48–50.)

Special Map Work:

France under Philip Augustus, showing chief divisions of France and territory acquired during his reign. Robinson, 129. Thatcher and Schwill, 487. Gardiner, Atlas, Nos. 11, 12.

14. Philip the Fair of France, 1285–1314, and Pope Boniface VIII, 1294–1303.

a. Power of the Papacy; causes of the quarrel between Boniface and Philip.

b. Progress of the quarrel.

c. Death of Boniface.

d. The power of the king at the close of the quarrel; the Estates-General of 1302.

e. The Papacy at Avignon.

Brief Accounts: Adams, French Nation, 96–103. Poole, Wycliffe and the Movements of Reform, 1–10. Lodge, Close of the Middle Ages, 27–31, 155–162. Fisher, History of the Christian Church, 240–250.

Longer Accounts: Kitchin, I, 367–391. Milman, Latin Christianity, VI, 210–214, 255–275, 282–289, 299–357. Creighton, History of the Papacy, I, 28–57. Locke, Great Western Schism (Epochs of Church History), 1–71. Guizot, France, Ch. xviii.

Source: Henderson, Documents, 349–350, 432–437.

Additional Topic:

The career of Rienzi at Rome. Oliphant, The Makers of Rome. Robinson and Rolfe, Petrarch, 341–357.

IV. The East and the Crusades, 1096–1270.

15. The East before the Crusades.

a. The Eastern Empire.

Brief Accounts: Munro, 95–104. Bémont and Monod, 336–347. West, 98–102.

Longer Accounts: Tout, 151–167. Gibbon, Decline and Fall of the Roman Empire, Ch. liii. Harrison, Byzantine History in the Early Middle Ages. Oman, Story of the Byzantine Empire. Odysseus, Turkey in Europe.

Sources: Liutprand's account of his mission to Constantinople. Henderson, Documents, 441–477.

b. Saracen civilization.

Brief Accounts: Munro, 86–94. Thatcher and Schwill, 356–361.

Longer Accounts: Bémont and Monod, 148–166.

Source: The Arabian Nights.

c. The coming of the Seljuk Turks.

Brief Accounts: Munro, 93–94, 103–104. Tout, 167–175.

Longer Account: Gibbon, Decline and Fall of the Roman Empire, Ch. lvii.

Additional Topics:

A. Constantinople in the Middle Ages. Gibbon, Ch. xvii (beginning). Hutton, Constantinople (Mediæval Towns Series). Grosvenor, Constantinople.

B. Mediæval Pilgrimages. Jusserand, English Wayfaring Life in the Middle Ages, 338–403.

16. The First Crusade, 1096–1099.

a. General causes and occasion for a crusade.

b. The council of Clermont, 1095.

c. The armies on the march.

d. Achievements of the crusade.

Brief Accounts: Larned, History for Ready Reference, V, 3739. Bémont and Monod, 348–355. Robinson, 187–194. Emerton, 358–366. Tout, 177–184. Munro, 104–111.

Longer Accounts: Cox, Crusades, 39–77. Thatcher and Schwill, 367–383. Kitchin, France, I, 216–240. Archer and Kingsford, The Crusades, 1–107. Adams, Civilization, 258–270.

Source: Pennsylvania Reprints, I, No. 2 (speech of Urban II).

Imaginative Literature: W. S. Davis, God Wills It!

17. The Kingdom of Jerusalem and the Second Crusade.
   a. The rulers, the form of government, and the general condition of the Kingdom of Jerusalem.
   b. The fall of Edessa and the preaching of St. Bernard.
   c. The Second Crusade: the expeditions of Conrad III of Germany and Louis VII of France.
   d. The religious-military orders: Templars, Hospitallers, Teutonic Knights.

References:

Brief Accounts: Tout, 184–193. Emerton, 366–377. Bémont and Monod, 355–362. Henderson, Germany in the Middle Ages, 240–243. Kitchin, France, I, 267–272. Munro, 111–115.

Longer Accounts: Thatcher and Schwill, 383–405. Cox, 77–97. Archer and Kingsford, Crusades, 109–129 (the land and its organization); 130–168 (conquest of the land); 188–206 (the kingdom at its zenith); 207–221 (Second Crusade). Henderson, Short History, I, 172–181 (Teutonic Knights). Guizot, Popular History of France, Ch. xvii.

18. The Third and Fourth Crusades.
   a. The Third Crusade: its occasion and results.

Brief Accounts: Bémont and Monod, 362–365. Emerton, 377–379. Thatcher and Schwill, 406–417.

Longer Accounts: Tout, 295–304. Cox, Crusades, 97–140. Archer and Kingsford, 305–348 (easy reading). Lane-Poole, Saladin, 217–234 (Jerusalem regained); 281–299 (fall of Acre); 324–357 (peace).

Source: Archer, Crusade of Richard I.

   b. The Fourth Crusade and its diversion from its purpose.

c. The Latin empire of Constantinople: its history and its fall, 1204–1261.

Brief Accounts: Emerton, 379–383. Cox, 135–129.

Longer Accounts: Cox, 144–182. Gibbon, Chs. lx and lxi. Brown, Venetian Republic. Pears, Fall of Constantinople. Oman, Byzantine Empire. Guizot, France, Ch. xvii.

Source: Pennsylvania Reprints, III, No. 1 ("The Fourth Crusade").

Imaginative Literature: Scott, Talisman; Ivanhoe.

Map Work:

Outline map showing routes of First and Third Crusades. Robinson, 190. Myers, Middle Ages, 228. Emerton, 356.

19. The End of the Crusades.

a. The Crusades of St. Louis.

b. Fall of Acre and end of Christian rule in the East.

c. Results of the Crusades.

Brief Accounts: Kitchin, France, I, 339–348. Thatcher and Schwill, 427–434. Tout, 450–463. Emerton, 387–397. Munro, 117–121. Cox, 205–218. Adams, European History, 215–223. Myers, Middle Ages, 248–255.

Longer Accounts: Perry, St. Louis, 154–195 (crusade in Egypt); 284–296 (second crusade and death); both easy reading. Archer and Kingsford, 390–451 (very good). Guizot, Ch. xvii.

Additional Topics:

A. The experience of a mediæval crusader: motives: vows; privileges; preparation; dress; arms; route; battles and sieges; benefits and disadvantages of the experience. Archer and Kingsford, 349–366. Cox, 32–35. Henderson, Short History, I, 102–108; Documents, 271–272, 333–344. Pennsylvania Reprints, I, Nos. 2 and 4, especially No. 2, pp. 12–18.

B. A Knight Templar: aims and occupations; decline and end of the order. Archer and Kingsford, 169–187.

Article "Templars," in the Encyclopædia Britannica. Kitchin, France, I, 391–396. Lea, Inquisition, III, Ch. v.

C. The career and character of Saladin. Lane-Poole Saladin, 358–376, for personal characteristics.

D. The Children's Crusade. Gray, The Children's Crusade.

E. The East after the Crusades. Oman, Byzantine Empire. Gibbon, Ch. lxviii. Pears, Destruction of the Greek Empire.

V. Christian and Feudal Civilization.

20. The Church in the Thirteenth Century.

a. The secular clergy.

b. The monks.

Brief Accounts: Robinson, 201–215. Munro, 169–175.

Longer Accounts: Emerton, 541–581. Bémont and Monod, 488–502. Jessopp, "The Parish Priest in England before the Reformation," Nineteenth Century, September, 1894. See also references under *Additional Topic, B*, below.

c. The religious orders: Franciscans and Dominicans.

d. Heretical sects; the Albigensian Crusade.

Brief Accounts: Robinson, 216–232 (very good). Bémont and Monod, 502–514. Emerton, 577–581 Munro, 175–180.

Longer Accounts: Sergeant, Wyclif, 40–58 (interesting). Sabatier, St. Francis of Assisi (a biography which reproduces the spirit of St. Francis and his times with unusual insight and sympathy). Tout, 428–449 (excellent). Lea, History of the Inquisition, I, Ch. vi. Jessopp, Coming of the Friars, Ch. i.

Sources: Henderson, Documents, 344–349 ("Rule of St. Francis"). Mirror of Perfection, and Legend of St. Francis by the Three Companions (Temple Classics).

Additional Topics:

A. A Gothic cathedral: *e.g.* Notre Dame, Amiens, Chartres, Salisbury, Cologne.

B. A day in a Benedictine monastery. Henderson,

Documents, 267, 274–314. Henderson, Short History I, 46–48. Jessopp, Coming of the Friars, Ch. iii ("Daily Life in a Mediæval Monastery").

21. Mediæval Schools and Universities.

a. Subjects of study ("the seven liberal arts").

b. Monastery and cathedral schools.

c. The great universities.

Brief Accounts: Robinson, 267–273. Munro, 160–168. Bémont and Monod, 515–527.

Longer Accounts: Emerton, 465–476. West, Alcuin and the Rise of the Christian Schools. Compayré, Abelard and the Early Constitution of Universities. Rashdall, Universities of Europe in the Middle Ages.

Source: Pennsylvania Reprints, II, No. 3 ("The Mediæval Student").

Additional Topic:

The life of mediæval students. Rashdall, Universities, II, 593–709. Haskins, "The Life of Mediæval Students as Illustrated by their Letters," American Historical Review, III, 203–229, January, 1898; see also the number for October, 1904, on student life at Paris. Other references as above.

22. The Life of the Military Classes.

a. The castle.

Brief Accounts: Munro, 135–139. Seignobos, Feudal Régime, 34–38. Robinson, 99–100, 267.

Longer Accounts: Traill, Social England, I, 536–546. Oman, Art of War in the Middle Ages. Viollet-le-Duc, Annals of a Fortress. Smith, Troubadours at Home. Article "Castle," in Encyclopædia Britannica. Darmesteter, "The Mediæval Country-House," Contemporary Review, January, 1893. Blashfield, Scribner's Magazine, V, 1–26, "Castle Life in the Middle Ages" (illustrated).

b. Mediæval warfare.

Brief Accounts: Seignobos, 27–29.

Longer Accounts: Traill, Social England, I, 428–438. Cutts, Scenes and Characters of the Middle Ages, 326–

337, 369–393. Oman, Art of War in the Middle Ages. Viollet-le-Duc, Annals of a Fortress.

Sources: Joinville, St. Louis. Froissart, Chronicles. Jones, Civilization in the Middle Ages, No. 4 ("Chivalry and the Mode of Warfare," extracts from Froissart).

c. Chivalry.

Brief Accounts: Robinson, 256–259. Munro, 139–147. Henderson, Short History, I, 112–121. Bémont and Monod, 257–262. Seignobos, Feudal Régime, 32–34, 64–65.

Longer Accounts: Cutts, Scenes and Characters, 353–368, 406–438. Gautier, Chivalry. Cornish, Chivalry. Article "Knighthood," in Encyclopædia Britannica.

Sources: Same as under *b*.

Additional Topics:

A. Description of some particular castle, *e.g.* the Tower of London, Château Gaillard, Salzburg, Nuremberg, Wartburg, Kenilworth, Edinburgh, Chillon.

B. A mediæval tournament. Cornish, Ch. v. Gautier. Cutts.

23. Peasant Life.

a. The manorial system.

b. Mediæval agriculture.

c. Village life.

Brief Accounts: Munro, 148–153. Robinson, 233–237, West, 40–44.

Longer Accounts: Seignobos, Feudal Régime, 3–26. Emerton, 509–520. Cheyney, Industrial and Social History of England, 31–52. Traill, Social England, I, 640–647. Jessopp, Coming of the Friars, Ch. ii ("Village Life in Norfolk Six Hundred Years Ago"). Ashley, Economic History, I, Ch. i ("The Manor and Village Community").

Source: Pennsylvania Reprints, II, No. 5 ("English Manorial Documents").

24. Towns and Town Life.

a. The rise of towns.

b. The guilds.

c. Outward appearance of a mediæval town: walls, buildings, streets.

Brief Accounts: Munro, 153–159. Robinson, 237–242. Myers, Middle Ages, 284–289. Adams, Mediæval Civilization (Primer).

Longer Accounts: Emerton, 520–540. Bémont and Monod, 377–389. Cheyney, Industrial and Social History, 57–73. West, 116–132. Cutts, Scenes and Characters, 529–546. Adams, Civilization during the Middle Ages, Ch. xii.

Sources: Pennsylvania Reprints, II, No. 1 ("English Towns and Gilds"). Jones, Civilization during the Middle Ages, II, Nos. 8 and 9 ("The Rise of Cities," "The Trades of Paris").

Additional Topic:

A study of some town as illustrated by its existing remains, *e.g.* Rouen, Chartres, Bruges, Nuremberg, Toledo, Florence, Perugia, Siena. See the volumes on these in the series of Mediæval Towns (Macmillan), and use illustrations.

25. Mediæval Commerce.

a. The principal commodities.

b. The great routes of trade.

c. Markets and fairs.

Brief Accounts: Robinson, 242–248. Munro, 119, 155–156.

Longer Accounts: Cheyney, Industrial and Social History of England, 75–94. Adams, Civilization, 279–286. Cutts, Scenes and Characters, 496–517. Gibbins, History of Commerce in Europe, 33–34, 44–82. Brown, Venetian Republic, 75–85.

Additional Topics:

A. Travel in the Middle Ages. Jusserand, English Wayfaring Life, Part I. See also Richer's account of his journey from Rheims to Chartres, in Munro's Syllabus of Mediæval History, 75–77.

B. Marco Polo. Brooks, Marco Polo's Travels, in Bohn Library. Fiske, Discovery of America, I, 280 ff.

VI. The Era of the Renaissance, Fourteenth and Fifteenth Centuries.

26. Germany and the Empire, 1273–1493.

a. Rise of Austria and of the House of Hapsburg: Rudolph of Hapsburg; the powers of the Emperor and of the seven Electors; the Golden Bull of 1356; the Hapsburgs and their policy.

b. Eastward expansion: the Mark of Brandenburg; the Teutonic Knights.

c. The rise of the cities; the Hanseatic League.

Brief Accounts: Myers, Middle Ages, 289–291, 416–418. Whitcomb, 8–12. Munro, 198–202. Thatcher and Schwill, in Ch. xx. West, Modern History, 171–173.

Longer Accounts: Bryce, Ch. xiv. Lodge, Close of the Middle Ages, 1–19, 98–123, 419–430. Whitman, Austria, 69–82. Henderson, Short History of Germany, 122–125 (Rudolph); 159–162 (Golden Bull); Ch. viii (Teutonic Order and the Hanseatic League). Zimmern, The Hansa Towns, 96–125.

Source: Henderson, Documents, 174–175, 220–261 (the Golden Bull).

d. Rise of the Swiss Confederation.

e. Charles the Bold of Burgundy.

f. The weakness of the empire at the end of the fifteenth century.

Brief Accounts: Duruy, Middle Ages, 466–467; Modern Times, (12–18) 18–22. Myers, Middle Ages, 418–421, 398. Ploetz, Epitome of History, 245–247, 250. Seebohm, Era of the Protestant Revolution, 26–33. Thatcher and Schwill, in Ch. xx.

Longer Accounts: Bryce, Ch. xvii, 299–307 (empire). Kitchin, History of France. E. A. Freeman, Essays, First Series, "Charles the Bold." Lodge, Close of the Middle Ages, Ch. vii (Swiss), 361–389 (Charles the Bold). Lodge, Modern Europe. Kirk's Charles the Bold, 3 vols., will prove interesting reading.

Additional Topics:

A. The attitude of the emperors toward Italy (*e.g.*, Rudolph, Henry VII). Bryce, Chs. xiii, xv. Duruy, Middle Ages, Ch. xxx.

B. The Legend of William Tell. Dändliker, Switzerland, 47–55. Lodge, Close of Middle Ages. Ploetz, 246–247.

Special Map Work:

Sketch-map of Switzerland showing the three original Forest Cantons and the other cantons added, to 1513. West, 175. Robinson, 422. Putzger, Atlas, No. 18.

This map will prove useful also for the period of the Swiss Reformation, section 37.

27. France in the Fourteenth and Fifteenth Centuries; the Hundred Years' War.

a. The English occupation of France.

b. The driving out of the English.

c. Louis XI and his work.

Brief Accounts: Robinson, 281–289, 291–295, 298–302. Myers, Middle Ages, 376–384.

Longer Accounts: Adams, French Nation, 108–143. Green, Short History, 240–247, 280–284, 288–294. Duruy, Middle Ages, 392–411, 416–432, 437–442. Duruy, France, 187–263. Warburton, Edward III and his Wars (Epochs).

Sources: Froissart, Chronicles (especially interesting). Use Lanier's Boy's Froissart, or Macaulay's edition of Berner's translation of Froissart. Edward III and his Wars (English History from Contemporary Writers).

Additional Topic:

Joan of Arc. Lowell, Joan of Arc. Murray, Jean d'Arc (extracts from the sources).

28. The Consolidation of Spain into a Powerful Monarchy.

a. The Christian recovery of Spain.

b. The union of Castile and Aragon.

c. The conquest of Granada and the treatment of the Moors.

d. Growth of the royal power, to the opening of the sixteenth century.

Brief Accounts: Myers, Middle Ages, 405–411. Seebohm, Era of the Protestant Revolution, 34–40.

Longer Accounts: Lodge, Close of the Middle Ages, 468–493. Hume, Spain, its Greatness and Decay (1479–1788), 1–30. Watts, Christian Recovery of Spain, 277–301. Hume, Spanish People, in Chs. viii and ix. Prescott's Robertson's Charles the Fifth, I, 167–191. Prescott, Ferdinand and Isabella.

Imaginative Literature: Irving, Tales of the Alhambra. Irving's Conquest of Granada gives the history with a "fictitious and romantic dress" (Prescott).

Additional Topics:

A. The Cid. Clarke, The Cid.

B. The Alhambra. Lane-Poole, The Moors in Spain, 221–233.

29. Political and Social Conditions in Italy in the Fourteenth and Fifteenth Centuries.

a. Florence and Venice.

b. The papal monarchy.

c. The Two Sicilies.

d. The rule of the despots.

Brief Accounts: Robinson, 321–329. Myers, Middle Ages, 295–302. Thatcher and Schwill, 463–473. Seebohm, Protestant Revolution, 21–26, 66–74.

Longer Accounts: Burckhardt, Renaissance in Italy, especially 8–27, 62–87. Symonds, Age of the Despots, Chs. iii and iv, or his Short History, Chs. iii and vii. Gardner, The Story of Florence. Duffy, Tuscan Republics. Brown, The Venetian Republic. Oliphant, Makers of Venice; Makers of Florence. Armstrong, Lorenzo de' Medici.

Source: Whitcomb, Source Book of the Italian Renaissance.

Additional Topic:

The Condottieri. Browning, The Age of the Condottieri. Symonds. Oliphant.

30. The Beginning of the Renaissance in Italy; the Revival of Learning.

a. The spirit and meaning of the Renaissance; its many-sided character.

b. Italian literature: Dante, Petrarch, Boccaccio.

c. The revival of learning: the Greek teachers; the work of Petrarch and Boccaccio; the recovery, editing, and printing of classical texts.

Brief Accounts: Seebohm, Era of the Protestant Revolution, 3, 66–69. Robinson, Western Europe, Ch. xxii. Whitcomb, 17–21.

Longer Accounts: Symonds, Short History of the Renaissance, Chs. i, vii. Symonds, The Revival of Learning. Burckhardt, Civilization of the Renaissance in Italy, 171–176, 187–209.

Sources: Whitcomb, Source Book of the Italian Renaissance, 62–80. Robinson and Rolfe, Petrarch, 210–214, 275–278.

Additional Topic:

The life of Dante. Oliphant, Makers of Florence. Symonds, Study of Dante. Gardner, Dante (Temple Primers).

31. The Fine Arts during the Renaissance.

a. The great architects.

b. The chief sculptors.

c. The Florentine and Venetian painters.

Brief Accounts: Myers, 348–353. Lodge, Close of the Middle Ages, 525–533. Robinson, Ch. xxii.

Longer Accounts: Symonds, Short History of the Renaissance, Ch. xii. Van Dyke, Text-book of the History of Painting (illustrated), Chs. vi–x. Thatcher and Schwill, Europe in the Middle Age, 631–657.

Source: Vasari, Lives of the Painters, Sculptors, and Architects.

Additional Topics:

A. The building of the dome of Brunelleschi. Interesting chapter on the subject in C. E. Norton, Church Building in the Middle Ages. Vasari, Lives.

B. The arts at the court of Lorenzo the Magnificent. Armstrong, Lorenzo de' Medici.

NOTE. — In the study of this and the preceding section the pupil should confine his attention to a few of the most prominent men. In connection with section 31, photographs should be used as liberally as possible to illustrate the art of the period.

32. THE AGE OF THE GREAT DISCOVERIES AND INVENTIONS.

a. European conditions at the end of the fifteenth century which led to discoveries and inventions.

b. Portuguese discoveries to the east.

c. Spanish discoveries and conquests in the western world.

d. Mechanical inventions of the era and how they helped discovery and conquest.

e. The new ideas in astronomy: Copernicus and Galileo.

Brief Accounts: Robinson, 347–352. Whitcomb, 27–32. West, 218–223. Seebohm, 3–5, 225–226.

Longer Accounts: Myers, Modern Age, 5–21. Fiske, Discovery of America, I, Chs. iii, v.

Sources: Hart, Source Book of American History, No. 1. Hart, American History told by Contemporaries, I, Nos. 17, 19. Higginson, American Explorers.

Special Topics:

A. The life and struggles of Christopher Columbus.

B. A comparison between the fifteenth and sixteenth centuries and the nineteenth century. Myers, Modern Age, 21–22.

C. Invention of printing. Symonds, Renaissance in Italy, II; Revival of Learning, 368–391. Encyclopædia Britannica, article "Typography." Putnam, Books and their Makers during the Middle Ages.

Map Work:

Sketch map showing the voyages of discovery of

Columbus, Vasco da Gama, Cabot, and Magellan. Robinson, 349. Myers, Modern Age, 6.

Imaginative Literature: Lowell, Columbus.

33. Reforming Movements of the Fifteenth Century.

a. The reforming councils of Pisa, Constance, and Basel: what each attempted and why they failed.

b. John Hus (for Wycliffe and his relation to Hus see *Outline of English History*, pp. 244–248).

c. Savonarola.

Brief Accounts: Robinson, Ch. xxi. Adams, Civilization, 398–415. Adams, European History, 283–288. Fisher, Christian Church, 254–264.

Longer Accounts: Poole, Wycliffe and the Movements of Reform, 138–150 (councils of Pisa and Constance), 151–165 (John Hus), 166–181 (end of the reform movement). Henderson, Short History of Germany, 203–227. Lodge, Close of the Middle Ages, 206–221 (Hussite movement and council of Constance), 222–242 (Hussite wars and council of Basel). Maurice, Bohemia, 176–220 (interesting account of John Hus). Locke, The Great Western Schism. Van Dyke, Age of the Renaissance, 69–121. The account of these times in Creighton's History of the Papacy, though too long for specific reference, is very interesting reading. Villari, Life and Times of Savonarola, is most valuable for the subject of which it treats. Symonds, Short History of the Renaissance, Ch. v. Oliphant, Makers of Florence. Pastor, History of the Papacy, I, VI. Alzog, Church History.

Source: Pennsylvania Reprints, III, No. 6 (Council of Constance).

Imaginative Literature: George Eliot, Romola.

Additional Topic:

Wycliffe's teachings and how they spread. Green, Short History of the English People, 235–244. Robinson, 308–309, 315–317. Creighton, History of the Papacy, Bk. I, Ch. ii; Bk. II, ch. iii.

VII. The Protestant Revolution and the Wars of Religion, 1517–1648.

34. The Eve of the Reformation in Germany.

a. Germany at the opening of the sixteenth century: the Emperor Maximilian; the electors; the princes; the towns; the Diet.

b. The church: conditions that made reformation needful.

c. Erasmus and the German Humanists.

Brief Accounts: Seebohm, 26–33, 55–65. Fisher, Reformation, 74–82 (the Humanists).

Longer Accounts: Robinson, Ch. xxiv. Henderson, Short History of Germany, I, 228–250. Emerton, Erasmus. Seebohm, Oxford Reformers. The fullest account is in Janssen, History of the German People, I. A suggestive article on the books treating of the Reformation, by Robinson, "The Study of the Lutheran Revolt," in American Historical Review, January, 1903.

Additional Topics:

A. Erasmus's criticism of the church. Emerton, Erasmus, 158–178 (the account of "The Praise of Folly"). The Praise of Folly is translated into English (published by Scribner or Brentano).

B. Ulrich von Hutten. Henderson, Short History, 289–304.

Map Work:

The lands ruled over by Charles V. Robinson, 358. West, 189. Whitcomb, 58.

35. The Lutheran Reformation, to 1525.

a. Martin Luther, to the Diet of Worms, 1521: his early life; the question of the indulgences and the posting of the theses, 1517; the Leipzig disputation, 1519; the burning of the papal bull and canon law, 1520.

Brief Accounts: Robinson, 387–400. Myers, Modern Age, 25–29, 34–41. Seebohm, 94–100, 102–109. Fisher, Reformation, 85–102.

Longer Accounts: Henderson, Short History, 251–276. Häusser, Reformation, 11–28. Jacobs, Martin Luther

(an excellent life), 59–76 (the ninety-five theses), 168–178 (the burning of the bull). Köstlin's Luther is the standard life by a German. Alzog, Church History, III, i, 11–17 (indulgences), 18–23 (Augsburg and Leipzig), 33–36 (bull). Janssen, History of the German People, III, Bk. VI, Ch. i (Diet of Worms).

Source: Luther's ninety-five theses are in Pennsylvania Reprints, II, No. 6; and in Larned, History for Ready Reference, article "Luther."

b. The Emperor Charles V and the Diet of Worms, 1521: election of the emperor; Luther before the Diet; the Edict of Worms.

Brief Accounts: Seebohm, 100–102, 112–130. Fisher, Reformation, 103–112.

Longer Accounts: Henderson, Short History, I, 263–284. Jacobs, Martin Luther, 179–197 (very interesting). Armstrong, Charles V, is a thorough study of the reign, but not adapted to the needs of very young students. Häusser, Reformation, 29–47.

Source: Text of Edict of Worms in Historical Leaflets, published by Crozer Theological Seminary, Chester, Penn., I, No. 3.

c. Fanaticism and revolution in Germany: Hutten and Sickingen; the Peasants' War; the Anabaptists.

Brief Accounts: Robinson, 406–410, 413–415. Seebohm, 131–148, 109–112 (remarkably good account of the Peasants' War).

Longer Accounts: Henderson, Short History, I, 289–304 (Hutten and Sickingen), 308–332. Richard, Melanchthon, 85–93, 142–153. Jacobs, Martin Luther, 251–262. Häusser, Reformation, Chs. vi, vii.

Source: Pennsylvania Reprints, II, No. 6 (the Twelve Articles of the Peasants).

Additional Topics:

A. Luther at the Wartburg. Jacobs. Häusser. Köstlin.

B. Luther's translation of the Bible. Schaff, Christian Church, VII.

C. Luther's marriage and home life. Jacobs, Luther, 263–267, 395–399. Köstlin, Luther, 325–335, 534–559.

D. Luther as a man. Köstlin, Luther, 534, 548–559. Find significant points in his Table Talk, *e.g.* Bohn edition, pp. xxxv, xxvii, 6, 8, 50, 55, 124, 151, 154, 181, 207, 340, 369, etc.

E. Melanchthon as Luther's ally. Richard, Melanchthon, 68–84. Henderson, I, 285–289.

36. Charles V and the Reformation in Germany, 1526–1555.

a. The Diets; Charles's rivalry with Francis I and his attitude toward the Reformation, 1526–1546.

b. Attacks of the Turks.

c. The emperor and the Smalkald League, 1547; Maurice of Saxony.

d. The religious peace of Augsburg, 1555: the limited nature of its tolerance.

Brief Accounts: Robinson, 415–420. Whitman, Austria, 137–148. Fisher, 156–169. Seebohm, 162–166.

Longer Accounts: Henderson, I, 340–345, 352–356, 358–394. Häusser, Chs. viii–ix, xiv–xvii.

Sources: Crozer Theological Seminary Leaflets, I, No. 1 (protest at Spires), No. 5 (Peace of Augsburg). The Augsburg Confession of 1530 is published by the Lutheran Publication Society, Philadelphia (10 cents).

Additional Topics:

A. The Italian wars of Charles V with special reference to the battle of Pavia (1525) and the sack of Rome (1527). Henderson, I, 331–352. Kitchin, France, II, 187–216.

B. The gold of the Indies, and how it came into the treasury of Charles V. Prescott, Conquest of Mexico, and Conquest of Peru (see index).

37. The Zwinglian Reformation in Switzerland, to 1531.

a. Ulrich Zwingli and the Swiss Reformation, to the time of the Marburg Conference.

b. The Marburg Conference and its failure, 1529.

c. Religious war in Switzerland; terms of settlement.

d. Zwingli's ideas as to government of church and of state.

Brief Accounts: Robinson, 421–425. Seebohm, 159–162. Fisher, 137–156. Häusser, Ch. x.

Longer Accounts: Hug-Stead, Story of Switzerland, 254–278. Jackson, Huldreich Zwingli, 306–322 (Marburg Conference), or Simpson, Life of Ulrich Zwingli, 189–210. Schaff, Christian Church, VII.

Source: Jackson, Selections from the Writings of Zwingli.

Additional Topics:

A. The condition of Switzerland at the beginning of the sixteenth century. Jackson, Zwingli, 3–47.

B. The death of Zwingli. Jackson. Simpson. Schaff.

C. A comparison between Luther and Zwingli: differences in their character, their surroundings, and their teachings. Fisher, 143–147. Henderson, I, 356–357. Häusser, 125–126, 141. Jackson. Schaff.

38. John Calvin and his Work.

a. Early history, character, and beliefs of John Calvin, to 1536.

b. Calvin's activity in Geneva, 1536–1564.

c. Influence of Calvin and Geneva on Germany, France, Holland, Scotland, England, and America.

Brief Accounts: Seebohm, 195–198. Article "Calvin," in Encyclopædia Britannica. Hug-Stead, Story of Switzerland, 279–290.

Longer Accounts: Fisher, Reformation, 192–225. Baird, Rise of the Huguenots (an excellent and readable work), I, 199–218. Ranke, Civil Wars and Monarchy in France, 204–225. Schaff, Christian Church, VII, Chs. ix, x, xii, xiii, xvii, especially 489–523. Häusser, Ch. xviii. Henry, Life of Calvin, though old, is valuable.

Sources: Calvin Institutes of the Christian Religion Bk. IV, Ch. x. (Conscience); Bk. II, Ch. viii, §§ 28–34 (Sunday). Pennsylvania Reprints, III, No. 3 (Discipline in Geneva).

Additional Topics:

A. Calvin and Servetus. Fisher, 225–233. Schaff, Christian Church, VII, Ch. xvi.

B. A comparison of the character and ideas of Luther and Calvin. See references above and under sections 35 and 37. Schaff, Christian Church, VII, 257–260.

39. Rise of Protestantism in France, to 1572.

a. Beginnings of a Protestant party: Jacques Lefèvre; persecutions under Francis I, 1515–1547.

b. Increase and organization of the Protestants under Henry II, 1547–1559.

Brief Accounts: Robinson, 451–457. Myers, Modern Age, 162–168. Fisher, 243–256. Kitchin, II, 286–293.

Longer Accounts: Baird, Rise of the Huguenots, I, 159–192 (the year of the Placards). Duruy, History of Modern Times, Ch. xv. Häusser, Ch. xxv. Besant, Coligny. Johnson, Europe in the Sixteenth Century, Ch. ix.

c. Civil wars under Charles IX: Catherine de' Medici and the Guises; Coligny; how the Huguenots gradually gained privileges.

d. The Massacre of St. Bartholomew, 1572.

Brief Accounts: Fisher, 256–272, 267–284. Johnson, Europe in the Sixteenth Century, Ch. ix.

Longer Accounts: Kitchin, France, II, 294–316, 339–364. Besant, Admiral Coligny (Harper's School Classics). Duruy, Modern Times, Ch. xv. Baird, Rise of the Huguenots, II, 426–500 (long but interesting). Häusser, Chs. xxvi, xxvii.

Additional Topics:

A. Catherine de' Medici: her life, character, and policy.

B. The character and influence of Coligny. Besant, Coligny.

C. Attitude of Europe toward the massacre.

D. Abstract of Baird's account of the massacre.

40. France under Henry IV.

a. Henry of Navarre's struggle for the crown: battle of Ivry; his abjuration.

b. The Edict of Nantes, 1598.

c. Henry IV and Sully: reforms in finances and agriculture.

d. Henry IV's foreign policy and death; his character; his popularity then and now.

e. Troubles after Henry IV's death; the States-General of 1614.

Brief Accounts: Adams, Growth of the French Nation, 174–188. Robinson, Western Europe, 456–458. Myers, Modern Age, 168–173.

Longer Accounts: Wakeman, Ascendency of France, 14–38. Willert, Henry of Navarre. Baird, The Huguenots and Henry of Navarre. Motley, History of the United Netherlands, I, 42–52; III, Ch. xxiii; III, 239–246 (abjuration). Kitchin, II, Bk. IV, Chs. i, ii.

Sources: Sully, Memoirs. For special references see Historical Sources in Schools, § 42.

Additional Topic:

French settlements in North America. Fiske, New France and New England, Chs. i–iii. Parkman, Pioneers of France in the New World. There is an excellent one-volume abridgment of Parkman's works, well suited to the use of schools, by Edgar, under the title, A Struggle for a Continent.

41. The Catholic Reformation and the Jesuits.

a. The Jesuits: Loyola's character and training; organization, objects, and methods of the Society of Jesus; their work.

b. The work of the Council of Trent, 1545–1563.

c. How the Catholic church was reformed in discipline and morals, and gained new power.

Brief Accounts: Robinson, 437–444. Myers, Modern Age, 49–54. Seebohm, 199–208. Henderson, Short History of Germany, I, 411–421.

Longer Accounts: Fisher, Reformation, 390–420.

Johnson, Europe in the Sixteenth Century, 261–271. Symonds, Short History of the Renaissance, Ch. xiv. Ranke, History of the Popes, I, 135–178. Hughes, Loyola. Alzog, Church History, III, 373–385.

Source: Pennsylvania Reprints, II, No. 6 ("Decrees of the Council of Trent").

42. The Revolt of the Netherlands, 1568–1648.

a. The Netherlands to 1556: religious, political, social, and economic conditions; the rule of Charles V.

b. Philip II and the outbreak of discontent: political, religious, and economic causes of the revolt.

c. The leadership of William of Orange.

d. How the Dutch won their independence.

Brief Accounts: Robinson, 445–451. Myers, Modern Age, Ch. iv.

Longer Accounts: Fisher, 285–315. Johnson, Europe in the Sixteenth Century, Ch. viii. Häusser, Reformation, Chs. xxii–xxiv (to murder of William, 1584). Motley, Dutch Republic is a classic and tells a fascinating story. Part I, Chs. i, ii (first ten pages, character of Philip II); Part II, Ch. iii (first half, Inquisition, Granvella); Part II, Ch. v (Egmont's journey to Spain); Part II, Ch. x (the appointment of Alva); Part III, Chs. i, ii (Alva's cruelty, execution of Egmont and Horn); Part IV, Ch. ii (stirring description of siege of Leyden); Part IV, Ch. vii (death of William of Orange). There are interesting selections in Prose Passages from the Works of Motley (Harper's "Leaflets from Standard Authors"). Armstrong, Charles V, II, 332–348, 365–383. (It will be interesting to contrast the two treatments of Motley and Armstrong.) Griffis, Brave Little Holland, is a picturesque and interesting short history. Blok, History of the People of the Netherlands (especially Vol. III), is a work of careful modern scholarship by an eminent Dutch historian. Harrison, William the Silent.

Additional Topics:

A. The Siege of Leyden. Motley, Part IV, Ch. ii.

B. Character of William the Silent. Motley, Dutch Republic; United Netherlands. Putnam, William the Silent. Harrison, William the Silent.

C. Dutch life at the opening of the seventeenth century. Motley, Netherlands, IV. Fiske, Dutch and Quaker Colonies in America, Ch. i. Blok, History of the People of the Netherlands, II, Chs. x–xiv, especially Ch. xiii ("City and Country").

D. The Spanish Armada. Green, Short History. Motley, United Netherlands. Gardiner, Students' History of England. Blok, Netherlands. See also *Outline of English History*, p. 249.

43. The Thirty Years' War, 1618–1648.

a. The strife of parties in Germany; the Donauwörth disturbances; the land question involved in the "ecclesiastical reservation."

b. The Bohemian election and the throwing from the window; the Winter King; battle on the White Hill.

c. The Danish period: Christian IV and Mansfeld.

d. Gustavus Adolphus, the champion of German Protestantism: his campaigns and their results; his death.

e. Wallenstein: his influence, dismissal, return, and assassination.

f. French aims and interference.

g. The Peace of Westphalia: its terms and international importance.

h. Social and economic effects of the war upon Germany.

Brief Accounts: Robinson, Western Europe, Ch. xxix. Myers, Modern Age, Ch. vi. Whitcomb, Modern Europe, 97–105.

Longer Accounts: Henderson, Short History of Germany, Chs. xvii, xviii. Gardiner, Thirty Years' War. Trench, Gustavus Adolphus.

Map Work:

Sketch map showing Europe after the peace of Westphalia. Wakeman, 124. Myers, 186. Whitcomb, 102.

Additional Topic:

The Reform of the calendar in 1582. Henderson, Short History of Germany, I, 429.

VIII. The Ascendency of France and the Age of Louis XIV.

44. Richelieu and the Establishment of the Absolute Monarchy.

a. Richelieu: rise to power; character; aims; his relations with Louis XIII.

b. Richelieu and the Huguenots.

c. Richelieu and the nobles: how he destroyed their power and strengthened the monarchy; the *intendants*.

d. Richelieu and the Thirty Years' War.

e. Mazarin: causes of his unpopularity; revolt of the nobles and lawyers; how he carried out Richelieu's work; foreign policy; what is meant by an "absolute monarchy."

Brief Accounts: Myers, Modern Age, 173–177. Adams, Growth of the French Nation, 188–205.

Longer Accounts: Perkins, Richelieu (Heroes of Nations). Lodge, Richelieu (Foreign Statesmen). Wakeman, Ascendency of France, 132–164. Kitchin, History of France, III, Bk. IV, Chs. iv–viii. Guizot, Popular History of France, Chs. xxxviii–xlii. Guizot, Concise History of France (edited by Masson), Ch. x.

Imaginative Literature: Dumas, The Three Musketeers.

Additional Topics:

A. Plots against Richelieu.

B. The French Academy. Lodge, Richelieu, 179–183.

C. The Siege of La Rochelle.

45. Louis XIV (1661–1715) and his Court.

a. Louis the man: early education and training; character, abilities, deficiencies, and aims.

b. Louis XIV the king: idea of government and of a king's power; what he expected of the nobles; new royal palaces; occupations and amusements at Versailles.

c. Art and literature in the Age of Louis XIV; effect of Louis' paternalism.

Brief Accounts: Robinson, Western Europe, 495–501. Adams, Growth of the French Nation, 209–211, 230–233. Wakeman, Ascendency of France, 187–193.

Longer Accounts: Perkins, France under the Regency, Ch. v. Hassall, Louis XIV, Chs. iii, xi. Thackeray, Paris Sketch Book (gives a lively contrast between Louis the man and Louis the king).

Additional Topics:

A. Costumes in the Age of Louis XIV.

B. Louis XIV's morning reception and toilette. Whitcomb, History of Modern Europe, 110. Taine, Ancient Régime, 104–109.

46. The People; Colbert and his Reforms.

a. The people: their burdensome taxes; corruption of officials.

b. Colbert: his services to Mazarin; how he tried to lighten the burdens of the people; how he encouraged industries, commerce, and colonization.

c. Colbert and Louis XIV: differences in their aims.

d. The revocation of the Edict of Nantes; its effect on the prosperity and foreign relations of France.

Brief Accounts: Adams, Growth of the French Nation, 211–216, 227–230. Hassall, Louis XIV, 241–252. Myers, 204, 209, 214.

Longer Accounts: Wakeman, Ascendency of France, 193–205, 252–256. Perkins, France under the Regency, Chs. iv, vi. Guizot, Popular History, xlvi, xlvii. Guizot, Concise History (edited by Masson).

Additional Topics:

A. The Dragonnades.

B. Overthrow of Fouquet. Perkins, France under the Regency, 31–40. Hassall, Louis XIV, 103–124.

C. How Louis XIV and Colbert governed New France. Parkman, Old Régime in Canada, Chs. xv, xviii. Fiske, New France and New England, Ch. ii.

47. Louis XIV's Wars.

a. War against the Dutch, 1672–1678: its causes; Louis'

invasion of Holland; murder of De Witt, and rise of William of Orange; what Louis gained by the war.

b. War of League of Augsburg, 1689–1697: causes, political and religious; Louis' devastation of the Palatinate; why England took part in the war; battles of the Boyne and La Hogue; terms of the Peace of Ryswick, 1697.

Brief Accounts: Adams, Growth of the French Nation, 216–221. Robinson, 501–508. Myers, 205–214.

Longer Accounts: Wakeman, Ascendency of France, 206–264. Perkins, France under the Regency, Chs. iii, vii. Hassall, Louis XIV, Chs. v-vii, x. Mahan, Influence of Sea Power upon History, 1660–1783, Chs. iii, iv. Martin, History of France (Age of Louis XIV), I, Chs. v, vi. Guizot, Popular History, Ch. xliv. Green, Short History of the English People, 684–701.

c. The War of the Spanish Succession, 1702-1713: Carlos II of Spain; his vast territories; interests of the European nations in the question of the succession; Louis XIV's aggressive measures; formation of the Grand Alliance; Marlborough's campaigns in the Netherlands and on the Danube; capture of Gibraltar; Queen Anne's War in America; terms of the Peace of Utrecht.

d. France at the close of Louis XIV's reign: condition of the French people at the close of the wars; increased taxation; famine of 1709; position of France in Europe and America at the close of the wars; Louis XIV's unlamented death, 1715; how Louis XIV's reign prepared the way for the French Revolution.

Brief Accounts: Adams, Growth of the French Nation, 221–226. Myers, 212–222. Robinson, 506–508.

Longer Accounts: Hassall, Louis XIV, Chs. xii–xv. Perkins, France under the Regency, Chs. i, viii, ix. Mahan, Influence of Sea Power upon History, 1660–1783, Ch. v. Wakeman, Ascendency of France, Chs. xiv, xv. Lecky, History of England in the Eighteenth Century, Ch. i. Guizot, Popular History, Ch. xlv. Louise

Creighton, The Duke of Marlborough. Coxe, Memoirs of the Duke of Marlborough.

Sources: La Bruyère's description of the peasantry. Taine, The Ancient Régime, 329. Lowell, Eve of the French Revolution, 186. West, Modern History, 307.

Map Work:

Sketch map showing the territorial terms of the Peace of Utrecht. Robinson, 506. Gardiner, School Atlas, 41.

Imaginative Literature: Southey, After Blenheim.

Additional Topics:

A. The battle of Blenheim. Creighton, Ch. vii. Coxe. Colby, Sources, No. 86.

B. The effect of the wars upon France.

IX. The Rise of Russia, Prussia, and Colonial Interests. The Age of Frederick the Great.

48. The Formation of the Russian Empire; Peter the Great.

a. Russia before Peter the Great: the Slavic races and characteristics; Oriental influences on Russian character and development; Ivan the Terrible; social and political condition of Russia at the accession of Peter.

b. Peter the Great, 1689–1725: struggle for the throne; travels, ambitions, and difficulties; Peter's western friends; his character.

c. Internal reforms of Peter the Great: army; navy; dress and customs; church; the new capital.

Brief Accounts: Myers, 273–286. Robinson, 509–512. Wakeman, 297–303.

Longer Accounts: Motley's Essay on Peter the Great is the most interesting and picturesque sketch of Peter. Rambaud, Popular History of Russia. Schuyler, Peter the Great. Perkins, France under the Regency, 528–529 (a lively description of Peter's visit to Paris).

49. The Expansion of Russia in the Eighteenth Century.

a. In the Baltic: importance of the Baltic Sea; its special value to Sweden, Denmark, Poland, Prussia, Russia; Charles XII of Sweden; his character and ambitions;

his struggle with Peter the Great; battles of Narva and Poltava; Charles XII's mad career and death; decline of Sweden; Russia's foothold on the Baltic; St. Petersburg.

b. In Turkey and the Black Sea: Peter's gain and loss of Azov; death of Peter the Great; his importance in Russian history; Catherine II, 1762–1796; her wars with Turkey and conquest of the north shore of the Black Sea.

c. In Poland: internal disorders and weakness of Poland; Catherine II's share in the three partitions of Poland, 1772, 1793, 1795.

d. In Siberia: early explorations and settlements.

Brief Accounts: Myers, 275–276; 286–297. Whitcomb, History of Modern Europe, 129–133.

Longer Accounts: Bain's Charles XII is a fascinating and scholarly account of this remarkable man. Bain has also written a series of excellent studies on Russia in the eighteenth century: The Pupils of Peter the Great; The Daughter of Peter the Great; Peter III, Emperor of Russia. Voltaire's Charles XII is interesting and a classic in literature. Motley, Peter the Great. Schuyler, Peter the Great. Rambaud, History of Russia. Morfill, Story of Poland. For the first partition of Poland the best short account is that of Perkins, France under Louis XV. Ch. xxi (same article in American Historical Review, October, 1896). Frederick the Great, Reflections on the Character and Military Talents of Charles XII (Works, V, London, 1789). This is doubly interesting as showing what the greatest ruler of the eighteenth century thought of Charles XII, and also as giving an interesting side-light upon Frederick's own character.

Special Map Work:

Sketch map showing the gains in territory made by Russia in the eighteenth century. Myers, 280. Robinson, 513. Putzger, Atlas, Nos. 23, 25. Rose, Revolutionary and Napoleonic Era, 76.

50. The Beginnings of the Prussian State, 1640–1740.

a. The Hohenzollerns before 1640: how they acquired their three territories (Brandenburg, Prussia, Cleves); geographical position of these territories and its future significance; the task of the Hohenzollerns.

b. Frederick William, the "Great Elector," 1640–1688: character; gains of territory by Treaty of Westphalia; his position in his own lands and in Europe.

c. How the Elector of Brandenburg acquired the title of "King in Prussia," 1701.

d. Frederick William I, 1713–1740: how he made Prussia a military state and a prosperous country; his foreign policy; the "tobacco parliament"; good and bad side of his character.

Brief Accounts: Myers, 298–302. Robinson, 515–516.

Longer Accounts: Longman, Frederick the Great and the Seven Years' War, 3–23. Henderson, Short History of Germany, II, Chs. i–iii. Tuttle, History of Prussia, I. Macaulay's Essay on Frederick the Great is interesting and graphic, but contains many exaggerations; it should be corrected by reference to Henderson or Tuttle. Carlyle, Frederick the Great, Bks. I–X.

Additional Topics:

A. Origin of the Hohenzollern family. Carlyle, Frederick the Great, Bk. II, Chs. v, vi.

B. Frederick William's reception of the Salzburg Protestants. Carlyle, Bk. IX, Ch. iii.

C. Frederick William's true and legendary character. Macaulay, Frederick the Great. Henderson, II, Ch. ii. Lavisse, The Youth of Frederick the Great.

51. Frederick the Great, 1740–1786.

a. The youth of Frederick the Great.

b. The War of the Austrian Succession, 1740–1748: death of Emperor Charles VI and Frederick William I in 1740; the Pragmatic Sanction; Maria Theresa and her difficulties; Frederick the Great and his ambitions; his

invasion of Silesia; interests of France and England; results of the war.

c. The interval of peace: reforms in Prussia and Austria; Maria Theresa's secret alliances and their purpose; Frederick's perilous position; his change of policy and alliance with England.

d. The Seven Years' War, 1756–1763: how Frederick defended Silesia; his occupation of Saxony; the battles of Rossbach, Leuthen, and Zorndorf; Frederick's critical position in the last years of the war; change in Russia's policy; effect of the war on the rivalry between Prussia and Austria.

e. Frederick's later years: his share in the first partition of Poland; Frederick's character and death, 1786.

Brief Accounts: Myers, 302–308. Robinson, 518–522.

Longer Accounts: Longman, Frederick the Great and the Seven Years' War. Henderson, Short History of Germany, II, Ch. iv. Carlyle, Frederick the Great. Macaulay, Essay on Frederick the Great. Kugler, Frederick the Great (rich in illustrations by Menzel). Bright, Joseph II, and Maria Theresa (Foreign Statesmen Series). Perkins, France under Louis XV, Chs. v–viii, xii–xv, xxi.

Sources: Frederick William I's instructions for his son's education, in Lavisse, The Youth of Frederick the Great. Frederick the Great, History of My Own Times.

Special Map Work:

Sketch map showing the extent of Prussia's territory at the death of Frederick the Great. Myers, 307. Fyffe, History of Modern Europe, frontispiece. Putzger, Atlas, No. 24. West, 297.

52. Frederick the Great in Time of Peace.

a. Personal appearance; habits and popularity of "Father Fritz."

b. Frederick as musician, author, and philosopher; life at Sans Souci; Voltaire's visits and quarrels.

c. Frederick's measures for the welfare of his people.

d. Frederick a typical "enlightened despot": his idea of a ruler's duty; comparison of Frederick with Joseph II and Catherine II; the advantages and disadvantages of government by "enlightened despots."

e. Frederick's place in history: his importance in Prussian and in German history; Frederick a national hero.

f. German literature in the Age of Frederick the Great.

Brief Accounts: Myers, 307–310, 334–338. Robinson, 519–522.

Longer Accounts: Henderson, Short History of Germany, II, Ch. v. Longman, Frederick the Great. Kugler, Frederick the Great, Chs. xxi, xxii, xxxviii–xliv. Carlyle, Frederick the Great, Bk. XVI. Tuttle, History of Prussia, III, Chs. iii–v.

Additional Topics:

A. Frederick and Voltaire as typical representatives of the eighteenth century. Morley, Voltaire, Ch. iv.

B. Joseph II as an enlightened despot. Bright, Joseph II, Chs. iii, vi.

53. The Expansion of England.

a. In North America: settlements at Jamestown, Plymouth, and Boston; conquest of New York; characteristics of the English colonies in America; struggle between England and France for North America; England's gains by the Peace of Utrecht, 1713; Wolfe and the capture of Quebec, 1759; the Peace of Paris, 1763; how England lost her Thirteen Colonies; the share of France in the American Revolution.

b. In India: English trade settlements in India; French settlements and policy toward the natives; struggle between England and France for India; the "Black Hole"; Clive and the battle of Plassey, 1757; Warren Hastings and the English government of India.

c. How the wars in Europe were connected with those in America and India. (For table of these wars, see *Outline of American History*, section 13.)

d. The decline of France in the eighteenth century.

Brief Accounts: Robinson, 523–536. Myers, 230, 312–313, 318–331. Adams, Growth of the French Nation, Ch. xiv.

Longer Accounts: McLaughlin, History of the American Nation, Chs. ii–iv; vi ("France and England, 1608–1763"). Seeley, Expansion of England. Mahan, Influence of Sea Power upon History, 1660–1783, Ch. viii. Parkman, Struggle for a Continent (edited by Edgar). Macaulay, Essays on Lord Clive and Warren Hastings. Perkins, France under Louis XV, Chs. ix, x. Emil Reich, "A New View of the War of American Independence," North American Review, July, 1903.

General accounts of the growth and struggles of the English colonies in America may be found in the textbooks of Channing, McLaughlin, and Eggleston; and detailed accounts in the works of Fiske, Parkman, Lecky, and Trevelyan.

Source: Colby, Selections from the Sources of English History, Nos. 66, 69, 70, 88, 94–96.

Additional Topics:

A. What were the differences between the French and English colonies in North America? Parkman, Old Régime in Canada, Ch. xxiv.

B. John Law and the Mississippi Bubble. Perkins, France under the Regency, Chs. xiii–xv. Adams, Growth of the French Nation, 237–240.

X. The French Revolution, 1789–1795.

54. The Abuses and Evils of the Old Régime.

a. Inherent weaknesses of an absolute monarchy; incapacity, folly, and indifference of Louis XV; reckless extravagance; *lettres de cachet.*

b. Survival of feudal abuses: lack of uniform laws and administration; feudal privileges of nobility and higher clergy without corresponding duties; absenteeism.

c. Political and social evils: taxation; *taille* and *gabelle*; oppression of government officials.

d. Economic evils: lack of roads, of freedom of work, and

of commerce; poverty and hardships of the peasants and parish priests.

Brief Accounts: Robinson, Western Europe, 537–546. Adams, Growth of the French Nation, 258–268. Gardiner, French Revolution, 1–13.

Longer Accounts: Lowell, Eve of the French Revolution, Chs. ii, iii, vi, xiii–xv. Taine, The Ancient Régime, Chs. i, ii. De Tocqueville, The Old Régime and the Revolution.

Sources: Pennsylvania Reprints, V, No. 2; VI, No. 1. Arthur Young, Travels in France, 1787–1789 (for references to special pages see Historical Sources in Schools, § 43).

Additional Topics:

A. Society and life in Paris before 1789. Lowell, Eve of the French Revolution, Ch. xi.

B. The army and its officers before 1789. *Ibid.*, Ch. vii.

C. Decline of respect and love of the people toward the king during reign of Louis XV. Carlyle, French Revolution, Bk. I. Perkins, France under Louis XV, II, 319–337.

D. Origin and justification of the system of privilege. Taine, The Ancient Régime, Bk. I, Chs. i, ii.

3. Growth of a Revolutionary Spirit before 1789.

a. The *Parlements* of the eighteenth century: how they called attention to the existing evils and proposed "fundamental laws."

b. Influence of the writers: Voltaire's attack on the church; Rousseau's Social Contract; Montesquieu's Spirit of the Laws; the Encyclopedists; the new school of economists.

c. The effect of the American Revolution.

d. How the people came to realize the evils of the Old Régime; the desire for liberty, equality, and fraternity.

Brief Accounts: Robinson, 546–557. Adams, Growth of the French Nation, 268–272. Myers, Modern Age, 345–350.

Longer Accounts: Lowell, Eve of the French Revolution, Chs. iv, v, x, xv–xxi. Taine, The Ancient Régime. Morley, Voltaire; Rousseau. Lecky, History of England in the Eighteenth Century, Ch. xx; French Revolution (edited by Bourne in one volume), 1–90. Perkins, France under Louis XV, II, 361–475.

Sources: Pennsylvania Reprints, VI, No. 1 (French Philosophers of Eighteenth Century). Rousseau, The Social Contract.

Additional Topics:

A. Influence of England upon the growth of revolutionary ideas in France. Lowell, Eve of the French Revolution, Chs. ix–x.

B. Admiration of the French for Benjamin Franklin. Hale, Franklin in France, II, Chs. v, xx. Morse, Franklin, Ch. ix; especially pp. 230–236.

C. The expulsion of the Jesuits from France. Perkins, France under Louis XV, Ch. xvii.

56. Louis XVI (1774–1793) and Attempts at Reform.

a. Louis XVI's character; comparison with his grandfather; his marriage with Marie Antoinette.

b. Turgot's ideas and reforms (1774–1776); why his reforms were opposed by every class of society; Turgot's dismissal.

c. Attempted reforms of Necker and Calonne; the Assembly of Notables, 1787.

d. Impossibility of financial reform; growing demand for a meeting of the Estates-General.

Brief Accounts: Robinson, 552–561. Gardiner, French Revolution, 17–29. Lodge, Modern Europe, 476–489. Rose, Revolutionary and Napoleonic Era, 30–35.

Longer Accounts: Lowell, Eve of the French Revolution, Chs. ii, xv. Carlyle, French Revolution, Bk. III, Chs. ii, iii. Say, Turgot. Lecky, England in the Eighteenth Century, Ch. xx; French Revolution (in one volume, edited by Bourne), 111–162.

Additional Topic:

Beaumarchais. Perkins, France under Louis XV, II, 310–319.

57. The Beginning of the Revolution, and Destruction of the Old Régime, 1789.

a. The Estates-General of 1789: Sieyès' pamphlet, public opinion, and the *cahiers;* meeting of the Estates-General at Versailles, May 5, 1789; how should it vote; the "National Assembly" and "Tennis Court Oath" (June 20).

b. Fall of the Bastile (July 14); its real and legendary importance.

c. Decrees of August 4; establishment of a national guard.

Brief Accounts: Robinson, 561–568. Adams, Growth of the French Nation, 273–280. Myers, The Modern Age, 351–360. Morris, French Revolution, 19–33.

Longer Accounts: Gardiner, French Revolution, 29–50. Lecky, England in the Eighteenth Century (last part of Ch. xx), or in his French Revolution (edited by Bourne), 164–182. Rose, Revolutionary and Napoleonic Era, 35–42. Morse Stephens, Revolutionary Europe, 49–60.

Sources: Pennsylvania Reprints, IV, No. 5, "Typical Cahiers of 1789." Hazen, Contemporary American Opinion of the French Revolution, 40–48, 64–78.

Additional Topics:

A. Character and policy of Mirabeau. Gardiner, French Revolution, and biographies of Mirabeau by Willert (in Foreign Statesman Series), and by Von Holst.

B. What people in England thought of Revolution in France. Burke, Reflections on the Revolution in France. Lecky, England in the Eighteenth Century, Ch. xxi, or his French Revolution (edited by Bourne), 183–241.

58. The Attempt to make a Constitution, 1789–1791.

a. The "Declaration of the Rights of Man," and the division of France into departments.

b. Position of the king: the veto question; scarcity of bread; "To Versailles," October 5.

c. Financial measures, — *assignats* and confiscation of church property; civil constitution of the clergy and the "non-jurors"; emigration of the nobles.

d. The flight to Varennes (June 20, 1791), and its consequences; unpopularity of Marie Antoinette.

Brief Accounts: Robinson, Western Europe, 568–576. Adams, Growth of the French Nation, 280–286. Myers, 360–365.

Longer Accounts: Morris, French Revolution, 33–53. Gardiner, French Revolution, 58–90. Lecky, England in the Eighteenth Century, Ch. xxi; French Revolution (edited by Bourne), 242–299. Rose, Revolutionary and Napoleonic Era, 43–58. Morse Stephens, Revolutionary Europe, 60–76, 98–102.

59. The Failure of the Constitution and Fall of the Monarchy, 1791–1792.

a. The Legislative Assembly (October 1, 1791–September 20, 1792): hostility of Jacobin and Girondist parties; decline of the *assignats*; opposition of the clergy; weakness of the king; continued emigration of nobles.

b. Interference of Europe in the French Revolution: the Declaration of Pillnitz; its effect on feeling in France; decree against the *emigrés*; declaration of war against Austria; decree of "the country in danger"; the "federates" of July 14, 1792, and the Marseillaise; manifesto of the Duke of Brunswick.

c. Insurrection of the 10th of August and its results.

Brief Accounts: Robinson, 576–583. Adams, Growth of the French Nation, 285–289. Myers, 366–369.

Longer Accounts: Morris, French Revolution, 54–74. Gardiner, French Revolution, 93–118. Lecky, England in the Eighteenth Century, Ch. xxii; French Revolution (edited by Bourne), 314–424. Fyffe, History of Modern Europe, 1–10, 28–33. Rose, Revolutionary and Napoleonic Era, 59–68. Morse Stephens, Revolutionary Europe, 105–116.

Additional Topic:

Why the French people hated Marie Antoinette. Lecky, French Revolution, 314–356.

50 The First French Republic and the War against Europe, 1792–1793.

a. The advance of the invaders: feeling in Paris; Marat and the newspapers; the September massacres; the cannonade of Valmy, September 20, 1792.

b. Establishment of the Republic: meeting of the National Convention; the three parties and the leaders; the monarchy; proclamation of the Republic and the "Year I"; trial and execution of the king.

c. The spread of the Revolution; victories and conquests of the "volunteers of 1792"; how the revolutionary ideas spread into other countries; how they were checked; Dumouriez.

d. The Committee of Public Safety and expulsion of the Girondists (June 2, 1793).

Brief Accounts: Robinson, Western Europe, 582–588 Myers, Modern Age, 369–378.

Longer Accounts: Morris, French Revolution, 75–97. Fyffe, 33–40, 44–49. Gardiner, 119–155. Morse Stephens, Revolutionary Europe, 114–121, 124–129. Rose, Revolutionary and Napoleonic Era, 68–83.

Source: Hazen, Contemporary American Opinion of the French Revolution, 84, 117.

Imaginative Literature: Dickens, Tale of Two Cities. Victor Hugo, Ninety-Three.

Additional Topics:

A. The cause of the September massacres. Belloc, Danton.

B. Trial and execution of Louis XVI. Carlyle, Vol. II, Bk. IV, Chs. vi–viii.

51. The Reign of Terror, 1793–1794.

a. Opposition to the Revolution: peasants in Brittany and La Vendée; alliance with England; Charlotte Corday.

b. The guillotine and its victims.

c. The Reign of Terror: the Revolutionary Calendar and Worship of Reason; the three factions of the Mountain (Robespierre, Hébert, Danton); character and rule of Robespierre; the Festival of the Supreme Being.

d. The fall of Robespierre, July 27, 1794: reaction after the Reign of Terror.

Brief Accounts: Myers, 377–389. Robinson, 588–591. Adams, Growth of the French Nation, 290–292.

Longer Accounts: Morris, French Revolution, 97–125. Gardiner, French Revolution, 156–220. Rose, Revolutionary and Napoleonic Era, 78–88. Morse Stephens, Revolutionary Europe, 130–147.

Additional Topics:

A. Madame Roland. Tarbell, Madame Roland.

B. Charlotte Corday. Carlyle, French Revolution, Vol. III, Bk. vii, Ch. i.

C. The Revolutionary Calendar. Carlyle, Vol. III, Bk. vii, Ch. iv.

XI. Napoleon Bonaparte and the Napoleonic Wars, 1795–1815.

62. France in 1795.

a. France and Europe: successes of the French against English, *emigrés*, and Dutch (the "Batavian Republic"); peace with Spain and Prussia, 1795.

b. Beneficial progress achieved in France during six years of revolution.

c. The Constitution of 1795 or the "Year III": the "Directory"; unpopularity of the Convention; Bonaparte's "whiff of grape shot."

d. Napoleon Bonaparte's early life and opportunity: nationality; education; boyish ambitions and occupations; his part in the siege of Toulon; marriage; personal appearance and habits; his opportunity in 1795.

Brief Accounts: Robinson, 590–595. Myers, 390–393. Morris, French Revolution, 132–142. Adams, Growth of the French Nation, 292–298. Rose, Revolutionary

and Napoleonic Era, 93–99. Ropes, The First Napoleon, 12–21.

Longer Accounts: Fyffe, 51–73. Gardiner, French Revolution, 221–253. Morse Stephens, Revolutionary Europe, 130–131, 154–166. Fournier, Napoleon the First, 1–71. Rose, Napoleon I, 1–69. Seeley, Napoleon the First, 11–36. Johnston, Napoleon, 1–26. Ropes, "Some Illustrations of Napoleon and his Times," Scribner's Magazine, June, 1887.

REMARK. — The histories of Napoleon and his time are innumerable; the best short bibliography is that in Fournier's Napoleon the First, 745–788. This is also the most satisfactory biography of Napoleon for school purposes. Lanfrey's history of Napoleon I (translated into English, 4 vols.) is the standard French biography, but is written in a spirit hostile to Napoleon. J. H. Rose's Life of Napoleon I (2 vols.) and W. M. Sloane's Life of Napoleon Bonaparte (4 vols.) are the standard biographies in English; the latter is sumptuously illustrated, and is also accessible in the Century Magazine. Ropes's The First Napoleon is rather a series of essays on special topics; military matters are better dealt with by him than any one else; it is written in a spirit very friendly to Napoleon; teachers will therefore find it a suggestive exercise to have pupils compare the accounts of Lanfrey and Ropes. Seeley's Napoleon the First is particularly valuable for its suggestiveness and for its philosophic analysis of Napoleon's rise and fall; it is better adapted for maturer students. Johnston's Napoleon is a brief but good sketch.

The memoirs of Bourrienne, Ménéval, Pasquier, Rémusat, and Talleyrand have been translated into English. Special references to them may be found in Historical Sources in Schools, § 44.

63. GENERAL BONAPARTE IN ITALY AND EGYPT, 1796–1799.

a. Bonaparte's first campaign in Italy, 1796-1797: why Bonaparte was given the command; how he encouraged his soldiers; how the French army differed from the Austrian and Sardinian armies; battles of Lodi and Arcola; siege of Mantua; fate of Venice; treaty of Campo Formio, 1797; the Cisalpine Republic; Bonaparte's reception on his return to Paris.

b. The Egyptian expedition: its purposes and the causes of its failure; how it illustrates Bonaparte's character and plans.

Brief Accounts: Robinson, 590–598. Myers, 392–400. Ropes, The First Napoleon, 21–41. Morris, French Revolution, 145–168.

Longer Accounts: Seeley, 37–82. Fournier, 72–153. Rose, Napoleon I, 70–197. Rose, Revolutionary and Napoleonic Era, 97–118. Johnston, 27–70. Fyffe, History of Modern Europe, 74–115. Mahan, Influence of Sea Power upon the French Revolution and Empire, I, 240–334.

Sources: Bourrienne, Memoirs, I, Chs. xii–xiii. Colby, Sources, 281 (the battle of the Nile).

Additional Topics:

A. Bonaparte's treatment of the conquered Italians.

B. Bonaparte's plans of conquest in the Orient.

64. Bonaparte as Consul, 1799–1804.

a. The *coup d'état* of 1799 (eighteenth Brumaire): what happened in France while Bonaparte was in Egypt; his reception in Paris on his return; the *coup d'état*; constitution of the Consulate; how the First Consul kept the real power in his own hands.

b. Bonaparte's second campaign in Italy, 1800–1801: battle of Marengo; Moreau at Hohenlinden; peace with Austria at Lunéville (1801) and with England at Amiens (1802).

c. The interval of peace (1801–1803) and reconstruction of French institutions: the Concordat; decrees in favor of emigrant nobles; renewal of old habits and society; the Code Napoleon and its importance; schools, scholars, and the Legion of Honor; Bonaparte's colonial projects; Louisiana.

Brief Accounts: Robinson, 598–609. Myers, 400–414. Morris, French Revolution, 168–196. Ropes, 42–62. Seeley, 83–105.

Longer Accounts: Fournier, 154–241. Rose, Revolutionary and Napoleonic Era, 119–147. Rose, Napoleon I, 198–344. Johnston, 59–101. Fyffe, 113–178. Mahan, Influence of Sea Power upon the French Revolution and Empire, II, 1–106.

Additional Topics:

A. Bonaparte's reconstruction of Germany. Fyffe, 166–173. Seeley, Life and Times of Stein, I, 133–145.

B. How the United States secured Louisiana. Channing, Students' History of the United States, 337–340. Turner, in Atlantic Monthly, May, June, 1904.

C. Bonaparte's idea of good society. Rémusat, Memoirs.

65. The Napoleonic Empire, 1804.

a. Royalist plots against Bonaparte: the execution of the Duc d'Enghien and its effect on Europe.

b. Restoration of the Empire: Napoleon I the "successor of Charlemagne"; how old Europe regarded the new emperor.

c. Renewal of war: Malta; occupation of Hanover; coast blockade; changes in the dependent kingdoms; preparations for the invasion of England; Napoleon's weakness on the ocean; the battle of Trafalgar, 1805.

Brief Accounts: Myers, 416 420. Robinson, 608–610. Rose, Revolutionary and Napoleonic Era, 140–158. Fyffe, 179–187.

Longer Accounts: Seeley, 105–122. Ropes, 62–87. Fournier, 242–294. Rose, Napoleon I, Chs. xvi–xxi. Mahan, Influence of Sea Power upon the French Revolution and Empire, Chs. xv, xvi. Fay, "The Execution of the Duc d'Enghien," in American Historical Review, July–October, 1898.

66 Napoleon's Campaigns from Austerlitz to Tilsit, 1805–1807.

a. Campaign against Austria, 1805: capitulation of Ulm; battle of Austerlitz; end of the Holy Roman Empire; Francis II, "Emperor of Austria"; the Confederation of the Rhine.

b. Campaign against Prussia, 1806: battle of Jena.

c. Campaign against Russia, 1807: battle of Eylau; terms of the Treaty of Tilsit.

d. Napoleon's "Continental System": purpose; difficulty in execution; its effect on the European powers.

Brief Accounts: Myers, 430–431. Robinson, 611–616.

Longer Accounts: Seeley, 123–144. Kopes, 108–129. Rose, Revolutionary and Napoleonic Era, 158–183. Fournier, 298–432. Rose, Napoleon I, Chs. xxii–xxvii. Fyffe, 187–240. Mahan, Influence of Sea Power upon the French Revolution and Empire, Ch. xviii.

Sources: The Berlin Decree. Colby, Selections from Sources of English History, No. 110.

Additional Topic:

The effect of Napoleon's Continental System upon the United States. Channing, Students' History of the United States, 343–354. See also *Outline of American History*, section 23.

67. The National Uprisings against Napoleon, 1808–1812.

a. The Spanish revolt, 1808–1809: importance of Spain and Portugal to Napoleon's plans; Joseph's troubles; Napoleon in Spain; how the opposition to Napoleon in Spain differed from previous opposition.

b. The Austrian revolt, 1809: Austria's hopes; battle of Wagram; Austria's humiliation; Napoleon's second marriage; his annexations; position in Europe in 1810; elements of weakness in his empire.

c. Napoleon's invasion of Russia, 1812: purpose; causes of failure; its effect on Napoleon's power.

d. The Prussian rising, 1813: social and military reforms in Prussia; Frederick William III's proclamations; beginning of the "War of Liberation."

Brief Accounts: Myers, 430–446. Robinson, 618–622

Longer Accounts: Ropes, 130–203. Seeley, 145–181. Rose, Revolutionary and Napoleonic Era, Ch. ix. Fournier, 434–579. Rose, Napoleon I, Chs. xxviii–xxxiii. Seeley, Life and Times of Stein, I, 335–361.

Imaginative Literature: Southey, At Coruña. Wolfe Burial of Sir John Moore.

Map Work:

Sketch map of Europe showing Napoleon's empire and dependent states in 1810. Myers, 436. Robinson, 614. Rose, Revolutionary and Napoleonic Era, 217.

68. The Downfall of Napoleon, 1813–1815.

a. Leipzig, 1813: importance of this battle for Napoleon and for Europe.

b. Elba, 1814: invasion of France by the allies; exhaustion of France; desertions from Napoleon; Napoleon's abdication; how he lived at Elba.

c. Waterloo, 1815: Napoleon's return and reception; the "Hundred Days"; the battle of Waterloo, June 18, 1815; Napoleon's second abdication.

d. St. Helena, 1815-1821: how Napoleon passed the days of his exile; his character; his place in history.

Brief Accounts: Myers, 446–451. Robinson, 623–624.

Longer Accounts: Seeley, 182–233. Ropes, 203–308. Rose, Revolutionary and Napoleonic Era, Chs. x, xi. Fournier, 580–744. Rose, Napoleon I, Chs. xxxv–xlii. Rosebery, Napoleon: The Last Phase (an interesting account of Napoleon's life at St. Helena).

Imaginative Literature: Erckmann-Chatrian, The Conscript of 1813; Waterloo. Victor Hugo, Les Misérables (especially on the battle of Waterloo).

Additional Topics:

A. How far was Napoleon favored by circumstances? Seeley, 240–279.

B. Napoleon's writings.

C. What in his career did Napoleon regret? Rosebery, Napoleon: The Last Phase, Ch. xiv ("The Supreme Regrets").

D. Napoleon's hold on his soldiers. Ropes, 310–319.

XII. Growth of Nationality, Democracy, and Liberty in the Nineteenth Century.

69. The Congress of Vienna and Metternich's System of Absolutism.

a. Forces in the development of Europe in the nineteenth

century: nationality; popular sovereignty and constitutional government; equality; personal liberty; the press; industrial and commercial progress; colonial expansion; European Congresses.

b. The Congress of Vienna, 1814–1815: the principle of legitimacy; the territorial problems and their settlement; the constitutional arrangements; failure of the Congress to take account of the new forces in the development of Europe in the nineteenth century.

c. Metternich's system of absolutism, 1815–1848: aims of Metternich and Czar Alexander; the Holy Alliance; struggles against absolutism in Spain, Germany, and Italy.

Brief Accounts: Myers, 454–467. Robinson, 625–637. West, Modern History, 382–392.

Longer Accounts: Fyffe, History of Modern Europe, 368–524 (scholarly, but a little long for school use). Seignobos, Political History of Europe since 1814 (translated by MacVane), Chs. i, xxv (comprehensive and clearly arranged; dull for reading but good for reference). Phillips, Modern Europe, 1–134 (the most recent and readable one-volume history; valuable for showing international relations). Müller, Political History of Recent Times, 1–62. Andrews, Historical Development of Modern Europe, I, 86–133. Seeley, Life and Times of Stein, II, 317–478.

Sources: Correspondence of Prince Talleyrand with Louis XVIII during the Congress of Vienna (edited by Pallain). Pennsylvania Reprints, I, No. 3 (contains the French Charter of 1814, the German Act of Confederation of 1815, and documents on the Holy Alliance and Metternich's anti-revolutionary policy).

Map Work:

Sketch map of Europe in 1815 showing the territorial settlements of the Congress of Vienna. Myers, 458. Robinson, 627. Phillips, at end of book. Gardiner School Atlas, 59.

Additional Topics:

A. Talleyrand at the Congress of Vienna.

B. Origin of the Monroe Doctrine. Channing, Students' History of the United States, 377–381. See also *Outline of American History*, section 27.

REMARK. — In the nineteenth century the nations of Europe have come into closer contact with each other, and their history becomes more and more interwoven; this is partly the result of the introduction of railroads, steam vessels, the magnetic telegraph, and the daily newspaper. This fact has led some historians (Robinson, Fyffe, and Phillips) to treat the nineteenth century chronologically, showing this close interrelation; this method is perhaps more scientific and scholarly, but also more difficult. It is simpler and easier for young students to follow the development of but one nation at a time. This topical method is the one followed in this outline; it is also that of Myers, Seignobos, and Andrews.

70. THE PARIS REVOLUTIONS OF 1830 AND 1848.

a. France after the restoration of the Bourbons: comparison of France in 1789 and in 1815; the Charter; Louis XVIII; Charles X; reactionary measures.

b. The July Revolution in Paris, 1830; democracy and the press; Louis Philippe, "King of the French"; his character and reign; effect of the revolution upon Belgium and Poland.

c. The February Revolution in Paris, 1848.

d. The Second Republic, 1848–1852: what the socialists wanted; what the people of France wanted; Louis Napoleon, his character and ambitions.

Brief Accounts: Myers, 468–472. Adams, Growth of the French Nation, 318–326.

Longer Accounts: Seignobos, 103–170. Phillips, 168–209, 255–272. Fyffe, 427–446, 603–630, 699–706, 730–737. Andrews, I, Chs. iv, vii, viii. Müller, 90–120, 172–202.

71. FRANCE UNDER NAPOLEON III AND THE THIRD REPUBLIC.

a. The Second Empire, 1852–1870: Louis Napoleon's *coup d'état* of December 2, 1852; its democratic character; mistakes of Napoleon III's foreign policy; the Franco-Prussian War; the surrender at Sedan, 1870.

b. The Paris Commune, 1871.

c. The Third Republic, 1870–; Thiers; the Constitutional Laws; difficulties of the Third Republic; reasons for its stability.

Brief Accounts: Myers, 472–480. Adams, Growth of the French Nation, 326–340. Robinson, 642–644; 661–665.

Longer Accounts: Seignobos, 170–227. Fyffe, 968–1019. Lowell, Governments and Parties in Continental Europe, I, Chs. i, ii. Coubertin, Evolution of France under the Third Republic. Bodley, France (interesting).

Additional Topics:

A. Gambetta.

B. The Pope and the Third Republic.

C. The present government of the Third Republic. Lowell. Bodley.

72. The Unification of Italy.

a. State of Italy in 1815: Italy a "geographical expression"; effects of Napoleon's conquests and reforms; Austrian possessions and influence in Italy.

b. Struggles against Austrian absolutism, 1815–1848: the *carbonari*; Mazzini; the revolution of 1848; Charles Albert and the Constitution; failure of the first war against Austria.

c. Union of Italy under Victor Emmanuel II (1849–1878) position of Piedmont in Italy; Cavour's aims and diplomatic achievements; the war of 1859 with Austria and its results; Garibaldi's career and additions to the kingdom of Italy; the Roman question; final union of Italy, 1870.

d. The Papacy: how its power was affected by the union of Italy; "the prisoner of the Vatican"; Leo XIII and his policy.

e. The kingdom of Italy since 1870: parliamentary government; economic distress and emigration; colonial failures.

Brief Accounts: Myers, 510–530. West, 457–464.

Longer Accounts: Seignobos, Chs. xi, xxiii. Phillips, Ch. xv. Fyffe, Ch. xxii. Probyn, Italy, 1815–1890. Stillman, Union of Italy (Cambridge Historical Series). Countess Cesaresco, The Liberation of Italy, 1815–1895 (picturesque and interesting); by the same writer, Cavour (Foreign Statesmen). Lowell, Governments and Parties in Continental Europe, I, Chs. iii, iv. Thayer, Throne-Makers ("Cavour").

Source: Della Rocca, The Autobiography of a Veteran.

Additional Topics:

A. The march of "The Thousand."

B. Napoleon III's policy toward Italy.

C. Garibaldi's career in America and Italy.

D. The Vatican Council, 1869–1870.

E. The present government of Italy. Lowell.

Map Work:

Sketch map of Italy in 1870, showing, with dates, the additions to Piedmont since 1815. Myers, 522. Phillips, map at end of book. West, 465. Putzger, No. 28.

73. The Struggle for Liberty and Unity in Germany, 1815–1858.

a. The German Confederation of 1815: its defects and weaknesses; Metternich's influence; why Austria and Prussia were rivals; Prussia's Customs Union (*Zollverein*) and its importance.

b. The revolutions of 1848: growth of liberalism since 1815; attempts to suppress it; effects of the Paris revolution of 1848 upon events in Prussia, Austria, Hungary, and Italy.

c. First attempts at German unity: the Frankfort Parliament and its failure; Prussia's humiliation and isolation.

Brief Accounts: Myers, 532–542. Robinson, 631–635, 644–653. West, 449–456.

Longer Accounts: Seignobos, Ch. xiv. Phillips, Chs. iii, xi–xiii. Henderson, Short History of Germany, II, Ch. viii. Fyffe, 681–699, 707–809. Andrews, I, Chs.

vi, ix, x. Headlam, Bismarck (Heroes of the Nations), Chs. iii–v.

Source: Bismarck, Reflections and Reminiscences.

Additional Topic:

A. The March revolution in Berlin, 1848. Bismarck, Reflections and Reminiscences, Ch. ii.

74. The Foundation of the German Empire under Bismarck and William I (1858–1888).

a. Preparation for conflict: reorganization of the Prussian military system; Bismarck's earlier career, his character, and policy of "blood and iron"; his victory over the Prussian Parliament.

b. Triumph of Prussia over Austria: the Schleswig-Holstein War, 1864; the Austro-Prussian War of 1866; end of the German Confederation; the North German Confederation, 1867; Austria's position after 1867.

c. The Franco-Prussian War, 1870–1871: causes; German victories; proclamation of the New German Empire; "Emperor William I"; Alsace-Lorraine.

d. Germany since the Franco-Prussian War: the Triple Alliance; William II; German colonial policy; the power of the Social Democrats.

Brief Accounts: Myers, 542–554. Robinson, 656–667. Whitcomb, 214–219. West, 466–494.

Longer Accounts: Phillips, Chs. xvi–xviii. Seignobos, Chs. xv, xvi. Andrews, II, Chs. v, vi. Fyffe, Chs. xxiii, xxiv. Headlam, Bismarck (Heroes of Nations). Thayer, Throne-Makers ("Bismarck"). Munroe Smith, Bismarck. Henderson, Short History of Germany, II, Chs. ix, x. Lowell, Governments and Parties, Chs. v–vii.

Additional Topics:

A. Comparison of French and German preparation before the war of 1870.

B. Bismarck as a statesman.

C. The principles, leaders, and power of the Social Democrats in Germany. West, 489–494. Lowell, Governments and Parties, II, Chs. v–vii.

75. Austria-Hungary under Francis Joseph I, 1848–.

a. The various races in Austria-Hungary: their characteristics and ambitions; the Pan-Slavic movement.

Map Work:

Sketch map of Austria-Hungary showing the various races and where they live. Robinson, 649. Whitcomb, 221. West, 500. Phillips, map at end of book.

b. The revolutions of 1848: flight of Metternich; accession of Francis Joseph; revolts in Bohemia and Hungary; Hungarian Constitution of 1848; suppression of these revolts.

c. Establishment of the dual monarchy, 1867: decline of Austria's influence in Germany and Europe after the revolutions of 1848; effect of the Prussian and Italian wars of 1866; restoration of the Hungarian Constitution; establishment of the "Dual Monarchy" and the Compromise (*Ausgleich*) of 1867.

d. Austria-Hungary since 1867: acquisition of Bosnia and Herzegovina; Austria's interests in the Balkan Peninsula; internal difficulties in the Austro-Hungarian government.

Brief Accounts: Whitcomb, 221–236. Myers, 541, 556–560. Robinson, 646–653.

Longer Accounts: Lowell, Governments and Parties in Continental Europe, II, Chs. viii–x. Seignobos, Chs. xiii, xvii. Andrews, I, Ch. ix; II, vii, xii. Fyffe, 709–715; 747–770; 963–967. Phillips, Chs. xiii, xvii.

Additional Topics:

A. Kossuth's career in Hungary and America. Kossuth, Memories of My Exile. Rhodes, History of the United States, I. Thayer, Throne-Makers.

B. The present government of Austria-Hungary. Lowell.

76. Turkey and the Eastern Question.

a. The Ottoman Turks: their conquest of Constantinople, 1453; later gains and losses of territory; extent of the Ottoman Empire in 1814; its government; the subject

peoples ruled by the Turks; why this rule has been hated.

b. The War of Greek Independence, 1821–1829: the kingdom of Greece and its subsequent history.

c. The Crimean War, 1854–1856: Russia's ambitions; "The Sick Man of Europe;" causes and results of the war.

d. The Russian-Turkish War of 1877–1878: revolts from Turkish rule; the "Bulgarian atrocities"; Russia's demands and attempt at enforcement; Congress of Berlin (1878) and its settlement of the Eastern Question.

e. Turkey and the Balkan states to-day: their ambitions and troubles; the Macedonian question; the Armenian question; policy of England and of Russia in the Near East.

Brief Accounts: Whitcomb, 256–274. West, 594–604. Robinson, 667–670. Myers, 566–574.

Longer Accounts: Seignobos, Chs. xx, xxi. Fyffe, 525–602, 824–865, 1020–1052. Phillips, Chs. vii, x, xv, xix. Andrews, II, Chs. ii, viii. McCarthy, History of Our Own Times, Chs. xxv–xxviii, xxxix, lxiv–lxvi.

Imaginative Literature: Byron, The Isles of Greece. Tennyson, The Charge of the Light Brigade.

Map Work:

Sketch map showing the states of south-eastern Europe at the present day. Myers, 573. West, 596, 605. Robinson, 667. Phillips, map at end of book. Putzger, Atlas, No. 25.

77. Development of Russia in the Nineteenth Century.

a. Alexander I, 1801–1825: French influence in Russia under Catherine II; Russia's part in the Napoleonic wars; Alexander I's early liberal and later reactionary policy.

b. Nicholas I, 1825–1855: his character, and domestic policy; beginning of the Slavophil movement; the Polish revolt of 1830; effects of the Crimean War on Russia.

c. The liberal movement since the Crimean War: Alexander II; the emancipation of the serfs and its effect; other liberal reforms; the Polish revolt of 1863; the Nihilists and their methods; the policy of "Russianization" and its results.

d. The expansion of Russia toward the Pacific: the trans-Siberian railroad.

Brief Accounts: Myers, 560–579, 602–606. Whitcomb, 250–256, 330–334. West, 583–594.

Longer Accounts: Seignobos, Ch. xix. Fyffe, 574–602, 924–934. Andrews, II, Ch. xiii. Rambaud, History of Russia, III. Leroy-Beaulieu, The Empire of the Tsars and the Russians. Wallace, Russia. Krausse, Russia in Asia. Norman, All the Russias. Kovalevsky, Russian Political Institutions.

Additional Topics:

A. The Jews in Russia.

B. The Siberian exile system. George Kennan, articles in Century Magazine.

C. The present condition of the peasants in Russia.

D. The "Russianization" of Finland.

E. The censorship of the press in Russia.

§8. The Expansion of Europe.

a. Revival of interest in colonial expansion toward the close of the nineteenth century.

b. European discovery and partition of the African continent: Livingstone and Stanley; Egypt and the Suez Canal; Algiers; the partitioning of 1884; the Boer War and its results.

c. Europe in Asia and the Far East: English in India and in the Straits Settlements; China's condition; her cessions to European nations; Japan as a world power; her war with China; shall China be partitioned?

d. The Anglo-Saxons in Australasia and the Pacific: the voyages of Captain Cook in the eighteenth century; English settlement at Botany Bay; discovery of gold

in Australia; the Australian Commonwealth, 1901; Hawaii and the Philippines.

c. Comparison of the colonial power and possessions of England, France, Germany, and Holland.

Brief Accounts: Whitcomb, 312–334. Robinson, 684–687. West, 576–582, 607–613.

Longer Accounts: Phillips, Ch. xx. Reinsch, Colonial Government; World Politics. Latimer, Europe in Africa in the Nineteenth Century. Keltie, Partition of Africa. Caldecott, English Colonization and Empire. Seeley, Expansion of England. Jenks, History of the Australasian Colonies. Statesman's Year Book (a very valuable annual containing statistical knowledge of all countries and their colonies, and often good maps of recent boundary disputes and changes). Encyclopædia Britannica, supplementary volumes.

Sources: Stanley, How I Found Livingstone; Through the Dark Continent; In Darkest Africa. Slatin, Fire and Sword in the Sudan.

Map Work:

Sketch map showing England and the principal English colonies at the present day. Myers, 597. West, 612. Gardiner, School Atlas, 65.

Special Map Work:

Sketch map showing European colonies and spheres of influence in Africa. Whitcomb, 312. West, 609. Gardiner, School Atlas, 66.

Additional Topic:

How England governs her colonies.

79. The Material Progress of the Nineteenth Century.

a. The Industrial Revolution: its effect on manufactures, commerce, population, and everyday life.

b. Inventions and improvements in means of transportation.

c. Inventions and improvements in means of communication and of the spread of knowledge.

d. Changes in the art of war and attempts at prevention of war.

2. Discoveries promoting the health and comfort of mankind.

Brief Accounts: Robinson, Ch. xli. West, 613-616. Whitcomb, 335-349.

Longer Accounts: Seignobos, Ch. xxii. Cheyney, Industrial and Social History of England, Chs. viii, ix, x. Cunningham, Growth of English Industry and Commerce. Toynbee, Industrial Revolution of the Eighteenth Century in England. Lecky, History of England in the Eighteenth Century, Ch. xxiii. The Progress of the Century (series of essays published by Harper). The Statesman's Year Book.

Additional Topics:

A. The penny post. McCarthy, History of Our Own Times, Ch. iv.

B. The average circulation of your daily newspaper. From what foreign cities does the current issue contain despatches?

PART III

ENGLISH HISTORY

ENGLISH HISTORY

INTRODUCTION

The paramount interest in the study of the history of England is found in its constitutional aspect. It was in England that certain important governing principles were first realized in successful practice. Self-government, the ideas of representation and local control, were first tested by the English people, and to-day the English constitution is more or less the model of all existing free constitutions. Moreover, the institutions of a people are the truest expression of national life and character, and their study affords the best training for the right understanding of present conditions. This is especially true of the study of English constitutional history. England's constitution is the slow growth of many centuries, consequently it is more expressive of the character and development of the people than is that of any other nation. No broad gap separates England's present from the past. From the fifth century until now there is no break; each step in the development is connected with the preceding. "There has been such a continuity of life and development that hardly one point in its earliest life can be touched without the awakening of some chord in the present; scarcely a movement now visible in the current of modern life

but can be traced back with some distinctness to the early Middle Ages." A national development, unbroken by great revolutions, and characterized by uniform and progressive growth, must bring home with unusual force the essential connection between the past and the present, the sense of organic unity. Precedent is the life and soul of the English constitution. How typical of this is the famous scene in Parliament in 1688. The king has fled; William and a foreign army are encamped near London; Ireland and Scotland are on the point of revolt. Parliament, summoned to face this situation, spends hours in unearthing and examining the four centuries-old records of Richard II's deposition that revolution may be carried out with due regard to precedent.

For these reasons stress should be laid upon the constitutional aspect of each period in English history. This forms the chief difficulty of the course, for institutions do not lend themselves to picturesque treatment; the personal element is in abeyance, and the details are often obscure and complicated. Fortunately the continuity of English development is of great service here. Since English constitutional history presents itself as an orderly, unbroken chain of events, each linked to each, the student is easily led to note the relation of cause and effect. Moreover, this closeness of connection between the past and the present is full of picturesque suggestion. A party struggle of the nineteenth century has a new interest when we read that a leader who abandoned his side in a critical division is taunted by the newspapers with the treachery of his ancestor on

Bosworth Field; or when, in the debates over a franchise bill, the freedom of Saxon times is called to mind, and the constituencies are bidden to "look to the rock whence we were hewn, and the hole of the pit whence we were digged."

The simplicity and directness of England's development constitute at the same time a great advantage and a serious danger. The work of instructor and student is much easier because of the fact that there is but one thread to follow, because the English have worked out their history with far more independence of external influences than is true of any other European people. But just because English history is less interwoven with the general history of Europe there is danger in this course of losing sight of the essential unity of history. As Ranke truly says: "There was but one church, one science, one art, in Europe; one and the same mental horizon enclosed the different people; a romance and a poetry varying in form, yet of closely kindred nature, was the common possession of all. The common life of Europe flowed also in the veins of England." In spite of this, English history is often taught and studied as though it had no more connection with the general development of Europe than with the life of the American continent ten centuries ago. The Norman Conquest is treated as though it were an isolated occurrence, and not simply one aspect, though the most important, of a great movement which profoundly affected Europe; the discussion of the contest between Henry I and Anselm gives no hint of the larger controversy of a like nature which divided the continent.

This most unhistorical detachment is especially marked in the ordinary treatment of France. As an English teacher has wittily said: "The French kingdom comes into existence solely for the sake of being conquered by Edward III and Henry V and then sinks back into oblivion. It has a temporary resuscitation to enable Henry VIII to be present at the Field of the Cloth of Gold, and hibernates once again until Charles II requires the financial assistance of Louis XIV. After that comes another blank until the outbreak of the French Revolution; then after a fitful existence under Napoleon it finally expires with the battle of Waterloo." It is true that the brief time allotted a course in English history affords small place for the teaching of contemporary history. But an occasional word of reminder, where students have already had a course in European history, or, where this is not the case, a few brief summaries, will keep the class in mind of the larger history of which the story of England is merely a part.

England's connection with the New World must not be overlooked. In the case of American students there is less danger of this, but the importance and dramatic interest of this subject claim for it especial attention. Another aspect of this course is more likely to be neglected. English history is often studied with entire disregard of Scotch and Irish history, and yet a knowledge of these is essential to the comprehension of the first. Moreover, each has its special value and interest, which must not be ignored. From time to time there should be a careful consideration of the state of Ireland or of Scotland, showing the course of development and the

forces at work. Especially should the interplay of influences between the different kingdoms be made plain. The points of contact between the different divisions of the British Isles in early history should be dealt with at length.

While there is no sharp break in English history there are clearly defined divisions. The following outlines have been arranged with regard to the special significance of each period in the history of the English nation. Formerly it was said that English history began with the Norman Conquest. Then six centuries were added, and the tale began with the coming of the Angles and Saxons. Now, whatever the final decision as to the degree of Celtic survival or the importance of the Roman occupation, it is recognized that the beginning of England cannot be understood without some knowledge of the character of the country and of the people that the English conquered. The Celtic characteristics, the Roman influence, are essential elements in the story of the Conquest.

Following upon this comes the more detailed study of the Saxons, their characteristics and institutions, the new life now begun on British soil. The forces, whether internal or external, making for union should be carefully considered. In the ninth and tenth centuries the social and ecclesiastical disorder resulting from the long contest with the Danes, the growth of feudal tendencies, and the superficial union of England under the West-Saxon kings are features to be noted. Also it should not be forgotten that from the withdrawal of the Romans to the eleventh century England's international relations, forced or vol-

untary, were chiefly with the northern and backward portions of Europe.

The Danish conquest and the reign of Cnut, followed by the hardly less foreign rule of Edward the Confessor, form a logical introduction to the Norman Conquest. "Henceforth England might be conquered but not divided." Between Senlac and the Treaty of Wallingford intervenes a period of extraordinary interest. Under Norman rule provincial distinctions are almost effaced, while class divisions are deepened and embittered through the presence of two races, one governing, the other governed. England is again united with the other states of western Europe, but is still free to work out the great mediæval problems of the relation of church and state and of crown and nobles under her peculiar local conditions. To this period the reign of Henry II forms a fitting conclusion. Under the hard and equal rule of the Angevin, Norman and Saxon are welded together to form the English nation. As representing two foreign policies, one doomed to failure because artificial, the other based on natural conditions, Henry's efforts to build up an Anglo-Angevin empire, and the almost accidental beginning of the conquest of Ireland, should be clearly brought out. On the constitutional side, interest centres in the final success of the crown in the long struggle with the feudal baronage and in the development of the administrative machinery as the basis of a strong monarchy. The great issue between church and state is vividly shown in the contest between those two interesting personalities, Henry II and Archbishop Thomas, one facing forward, the other still looking backward.

Following with dramatic swiftness upon the triumph of the king over the nobles comes the uprising of the new nation against the tyranny and misrule of John and Henry III. The century of Magna Carta and the Model Parliament is of paramount importance in its constitutional aspect; but a period which opens with the loss of Normandy and closes with an attempt to carry out the British idea, *i.e.* the union of the British Isles under one rule, is full of interest in its foreign policy. Nor should the architecture of the age be overlooked, for it is here that the creative spirit of the new nation finds splendid expression.

During the fourteenth and fifteenth centuries the efforts of Edward III and Henry V to conquer France are of controlling interest; every phase of national life hinges on the Hundred Years' War and its aftermath, the War of the Roses. The story of these struggles furnishes many stirring and picturesque incidents, and there is some danger of allowing them to obscure the great constitutional and social importance of the period. The growth of parliamentary government, the Lancastrian experiment, the Yorkist despotism, are marked stages in the political growth of the English nation, paralleled on the social side by the steps which led to the disappearance of villeinage in the fifteenth century.

The age of the Tudors forms a clearly defined period. The new monarchy, while holding down the people, holds it together, and makes possible the rapid growth which characterizes the century. The Renaissance, the Reformation, so far as it is a popular movement, the maritime and commercial development, are all expres-

sions of a national revival, having a counterpart only in the thirteenth and nineteenth centuries. At the same time, Scotland, under the influence of the Reformation, undergoes an extraordinary social transformation. The crisis of the century comes in the reign of the great queen, with the struggle of the English nation against the Spanish monarchy, a struggle for independence, not for empire. England's foreign ambitions are shown in the revival of the British idea, in the drawing together of the northern and southern kingdoms, and in the completion of the conquest of Ireland.

With the seventeenth century the situation changes. The controlling force is the Puritan movement, England's real religious reformation. The sympathetic despotism of the Tudors gives place to the selfish and short-sighted tyranny of the Stuarts. On the other hand, the people, strengthened by the intellectual, religious, and economic development of the preceding hundred years, and disciplined in the hard school of Tudor rule, feel ready to take up the task of self-government. The inevitable political struggle, confused and intensified by religious division, ends in the Great Rebellion and the Commonwealth. This is a period rich in great men, and the various aspects of the contest may be made clear through a study of typical personalities more easily than in any other way.

At the Restoration all that had been gained by a struggle of half a century seems lost; but underneath the reaction against Puritan rule is plain a determination to place definite checks upon the royal prerogative. The political situation is again confused by religious

division, this time between a Roman Catholic ruler and a Protestant people. The beginnings of political parties should be carefully noted. Finally the Revolution of 1688 secures to the nation all the liberties for which it is ready, aristocratic rule under parliamentary forms, and religious toleration. Throughout the whole century, as a result rather of individual effort than of royal or national policy, a colonial and commercial empire is growing up in the East and in the West, whose importance is realized only in the next period.

The eighteenth-century contest with France for empire culminates in the great war with Napoleon, a contest which Seeley has aptly named the "Second Hundred Years' War." In politics, interest centres in the working out of the results of the Revolution with the development of party and cabinet government, broken only by the disastrous attempt of George III to revive the power of the king. The Acts of Union of 1707 and of 1800 bring the British Isles at last under one rule; but while Scotland easily finds her place in the United Kingdom, the relations between England and Ireland show no improvement; the reasons for this difference should be considered. The importance of the industrial changes in the latter part of the period should be clearly brought out, although their full effects are not realized until the next century.

In 1815 England emerges from the contest with France the foremost industrial and colonial power in the world. Industrial progress inevitably brings democratic development, embodied in the Reform Acts of 1832, 1867, and 1884–1885. Efforts to settle the Irish

question are summed up in a long series of Land Acts, and Coercion Acts, and Home Rule Bills, culminating in the great Land Act of 1903. Throughout the century the building up of the British Empire goes quietly forward, and the influence of Greater Britain is shown in the fact that foreign relations are determined chiefly by colonial and commercial interests.

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COLBY, C. W., Selections from the Sources. N.Y., Longmans, $1.50.
KENDALL, E. K., Source Book. N.Y., Macmillan, 80 cents.

MODERN WORKS

ACLAND, A. H. D., AND RANSOME, C. A Handbook in Outline of the Political History of England to 1901. Chronologically Arranged. 8th ed. N.Y., Longmans, 60 cents.
BRIGHT, J. F., History of England. 5 vols. N.Y., Longmans, $7.25.
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CUNNINGHAM, W., AND MCARTHUR, E. A., Outlines of English Industrial History. N.Y., Macmillan, $1.50. *Or*, CHEYNEY, E. P., An Introduction to the Industrial and Social History of England. N.Y., Macmillan, $1.40.
EGERTON, H. E., The Origin and Growth of the English Colonies. Oxford, Clarendon Press, *2s. 6d.*
FREEMAN, E. A., Old English History. N.Y., Macmillan, $1.50.
——, William the Conqueror. N.Y., Macmillan, 75 cents.
GARDINER, S. R., Puritan Revolution. (Epochs.) N.Y., Longmans, $1.00.
——, School Atlas of English History. N.Y., Longmans, $1.50.
GREEN, J. R., Short History of the English People. N.Y., American Book Co., $1.20.
GREEN, MRS. J. R., Henry II. N.Y., Macmillan, 75 cents.
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This selection can be purchased for a school library through a firm of general booksellers for something less than list prices, probably for about $25.00.

A SELECT LIST OF BOOKS REFERRED TO IN THIS OUTLINE AND ADAPTED FOR A TOWN OR LARGE SCHOOL LIBRARY

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GENERAL SURVEY OF THE FIELD

ENGLISH HISTORY

Per cent of total No. Exercises.			Per cent of total No. Exercises.
5	I. Early Britain.	1. The land and its resources.	2
		2. Britain before the Roman conquest.	1
		3. Britain and the Romans, 55 B.C.–410 A.D.	2
6	II. The Beginnings of England, Fifth to the Tenth Century.	4. The coming of the Angles and Saxons.	2
		5. The English Kingdoms.	2
		6. England and the Danes, eighth and ninth centuries.	1
		7. Reunion of England under Wessex, tenth century.	1
8	III. England under Foreign Rule, Eleventh and Twelfth Centuries.	8. The Danish conquest, 984–1042.	1
		9. The English restoration, 1042–1066.	1
		10. England and the Normans, 1066–1154.	3
		11. The early Angevins, 1154–1199.	3
10	IV. The Struggle for Constitutional Liberty, Thirteenth Century.	12. Winning the Charter.	2
		13. The shaping of the nation.	2
		14. The struggle for good government.	2
		15. Progress under Edward I.	2
		16. "The British Idea."	2

GENERAL SURVEY OF THE FIELD

ENGLISH HISTORY

Per cent of total No. Exercises.			Per cent of total No. Exercises.
12	V. The Hundred Years' War, 1337–1453.	17. Edward III and France, 1327–1377.	2
		18. The Social Revolt of the fourteenth century.	3
		19. The constitutional monarchy, 1399–1461.	2
		20. The House of Lancaster, and France, 1414–1453.	2
		21. The Wars of the Roses, 1455–1485.	3
12	VI. England under the Tudors, 1485–1603.	22. The new monarchy.	2
		23. The Renaissance in England.	2
		24. The beginnings of the English Reformation.	3
		25. The Age of Elizabeth, 1558–1603.	3
		26. Tudor England.	2
11	VII. The Puritan Revolution, 1603–1660.	27. The beginning of strife, 1603–1625.	2
		28. Breach between King and Parliament, 1625–1629.	1
		29. The personal rule of Charles I, 1629–1640.	1
		30. The Long Parliament.	1
		31. The Great Rebellion, 1642–1649.	3
		32. Puritan rule, 1649–1660.	3
5	VIII. Restoration and Revolution, 1660–1688.	33. England under Charles II, 1660–1685.	3
		34. Overthrow of the Stuarts, 1688.	2

GENERAL SURVEY OF THE FIELD

ENGLISH HISTORY

Per cent of total No. Exercises.			Per cent of total No. Exercises.
11	IX. Wars of Empire, 1689–1815; "The Second Hundred Years' War."	35. William III and Louis XIV, 1689–1697.	2
		36. The War of the Spanish Succession, 1702–1713.	
		37. The War of the Austrian Succession, 1740–1748.	
		38. The Seven Years' War, 1756–1763.	2
		39. The American Revolution, 1775–1783.	2
6	X. Hanoverian England.	40. The War of the French Revolution, 1793–1802.	2
		41. War against Napoleon, 1803–1815.	3
		42. The constitution after the Revolution of 1688.	3
		43. Religion and philanthropy.	1
		44. The Industrial Revolution.	2
8	XI. The United Kingdom in the Nineteenth Century.	45. The rise of democracy.	3
		46. The life of the people.	3
		47. Relations of England and Ireland, 1800–1900.	2
6	XII. The British Empire.	48. India and the Eastern question.	3
		49. The colonies.	3

OUTLINE OF ENGLISH HISTORY

I. Early Britain.

1. THE LAND AND ITS RESOURCES.
   - *a.* Physical features.
   - *b.* Natural advantages and disadvantages of each political division of the British Isles.
   - *c.* Condition of Britain in early historical times.

References:

Cunningham and McArthur, Outlines of English Industrial History, ii, refers chiefly to England. Coman and Kendall, History of England, i. Pearson, Historical Maps of England, descriptive text. Green, Making of England, 7–12.

Maps:

In text-books, *e.g.* Larned, History of England. Coman and Kendall, History of England. Green, Making of England. Gardiner, School Atlas of English History. Pearson, Historical Maps of England.

Map Work:

Show on an outline map the most important physical features.

Additional Topic:

England's natural defences. Maps as above. Green, Making of England.

2. BRITAIN BEFORE THE ROMAN CONQUEST.
   - *a.* The earliest inhabitants, race, characteristics, remains at the present time.
   - *b.* The Celts, race, customs, institutions, remains (Stonehenge), survivals.

References:

Brief Accounts: Gardiner, Students' History of England, 1–10. Freeman, Old English History, i (addressed to young students). Church, A., Early Britain, 1–10

REMARK: At the beginning of this course the pupil is cautioned that he is not expected to read all the references given.

Longer Accounts: Ripley, W. Z., The Races of Europe, I, xii (interesting and suggestive). Wright, T., The Celt, the Roman, and the Saxon, iii (full of facts).

Map Work:

Indicate on an outline map of the British Isles where the Celtic element is most marked.

3. Britain and the Romans, 55 B.C. to 410 A.D.

a. The Roman conquest of Britain: early intercourse between Britain and the Continent; Caesar's invasions, causes, results; completion of the conquest, work of Agricola.

b. The Roman province of Britain: extent of Roman rule (the Roman walls); character effects upon the people and the country; remains of Roman occupation to-day.

c. Withdrawal of the Romans: causes; condition in which Britain was left.

References:

Brief Accounts: Gardiner, Students' History of England, 10–25. Freeman, Old English History, ii and iii. Church, Early Britain, 66–78.

Longer Accounts: Green, Making of England, 1–25 (very interesting). Wright, T., The Celt, the Roman, and the Saxon.

Sources: Caesar, Commentaries, Bk. IV, xx–xxxvi, Bk. V, viii–xxiii. Tacitus, Agricola, chs. x–xxiv.

Maps:

As before. Also Green, Short History of the English People. Church, Early Britain.

Additional Topic:

Roman roads. Maps in Green, Making of England. Coman and Kendall, History of England. Compare with a railway map of England, see Bradshaw. Wright, The Celt, the Roman, and the Saxon, 145–170, 221–227.

II. The Beginnings of England, fifth to the tenth century.

4. The Coming of the Angles and Saxons.

a. The early Germans: home, customs, institutions. Green, Short History, 1–5; Green, Making of England,

15–18; Tacitus, Germania, iv–xxvi. Found also in part in Colby, Selections from the Sources; Kendall, Source Book of English History.

b. The English conquest: purpose and manner of coming of the English; principal events; character; place in English history.

References:

Brief Accounts: Bright, History of England, I, 1–3. Green, Short History, 5–14. Freeman, Norman Conquest, I, 6–19. Church, A., Early Britain, 92–111.

Longer Accounts: Freeman, Old English History, 22–41. Green, Making of England, chs. i–iv, pp. 26–147. (A long and picturesque account; very good on the character of the conquest.) Freeman, The English People in its Three Homes.

Sources: Bede, Ecclesiastical History, Bk. I, xv. Found also in Colby and in Kendall. Not contemporary, but based on earlier accounts. Gildas, History, 299–314 (Giles, Six Old English Chronicles), only British account.

Map Work:

Indicate on an outline map the division of Britain in 600 A.D. between the Celts and the English.

Additional Topic:

Show the influence of Britain's natural defences upon the course of the conquest. Green, Making of England.

5. The English Kingdoms.

a. Internal organization: effects of the conquest; the central government; local divisions; the judicial system; the military system; social conditions.

b. The early English church; introduction of Christianity; conversion of Northumbria; the Irish missions; Mercia and paganism; organization of a national church; influence of the church on the state.

c. The strife for supremacy, 568–829: forces making for union; advantages and disadvantages of each kingdom in the struggle; character of union finally established under Egbert of Wessex.

References:

Brief Accounts: Bright, History of England, I, 3–5. Freeman, Norman Conquest, I, 19–29. Wakeman and Hassall, Constitutional Essays, 269–279 (on the church). Church, Early Britain, 120–131, 167–177.

Longer Accounts: Freeman, Old-English History (largely tales and legends). Green, Short History, 14–44. Green, Making of England, v–viii. (Chapters vi and vii treat of the church. Pages 147–188 contain a very good account of the organization of the English kingdom.) Wakeman and Hassall, Constitutional Essays, i, The Early English Constitution.

Sources: Bede, Ecclesiastical History. See also Colby, Nos. 5 and 6, and Kendall, Nos. 3 and 4. English Chronicle. Beowulf. (Portions may be read with much interest and value.)

Additional Topics:

A. Conversion of Northumbria. Bede, Bk. II, 13–16. Green, Making of England, 254–257, 274–283, 302–308.

B. The northern monasteries. Green, Making of England, 333–337, 350–363.

C. Life among the Saxons. Church, Early Britain, 167–177; extracts from Beowulf.

6. England and the Danes, eighth and ninth centuries.

a. The Northmen: home, race, characteristics, institutions, causes for the exodus.

b. Invasion of England: object, manner of coming, resistance of Wessex, the Danelaw, effects.

References:

Brief Accounts: Bright, I, 5–9. Green, Short History, 44–48. Freeman, Norman Conquest, I, 29–33. Church, Early Britain, 199–214.

Longer Accounts: Johnson, The Normans in Europe, 1–30 (very interesting sketch). Freeman, Old-English History, 107–129. Green, Conquest of England, 50–68, 99–114. Hughes, T., Alfred the Great, 36–126.

Sources: Asser, Life of Alfred. English Chronicle. Colby, No. 9; Kendall, No. 7.

Maps:

As before. Also Green's Conquest of England.

Map Work:

Indicate on an outline map of the world the wanderings of the Northmen.

Show on a map of England the territory held by the Danes in England.

7. Reunion of England under Wessex, tenth century.

a. Alfred and Wessex; military and judicial reorganization; educational and literary work.

b. Reconquest of the Danelaw: Edward and Mercia; Brunanburh, 937; relations with the Scots; rule of Edgar and Dunstan; character of union of the English.

References:

Brief Accounts: Bright, I, 9–15. Green, Short History, 48–61. Freeman, Norman Conquest, I, 33–46.

Longer Accounts: Church, Early Britain, 215–238, 245–256. Green, Conquest of England, iv. Pauli, Life of Alfred the Great. Hughes, T., Alfred the Great.

Sources: English Chronicle. Asser, Life of Alfred. Henry of Huntingdon, Chronicle, 148–177. William of Malmesbury, Chronicle, 147–162. Conybeare, Alfred in the Chroniclers. F. York Powell, King Alfred. Colby, No. 8; Kendall, Nos. 6, 8, 9.

Additional Topics:

A. Alfred's law reforms. Hughes, Alfred the Great, 156–184; Kendall, No. 6.

B. Battle of Brunanburh, 937. English Chronicle. (Compare Saxon poem with Tennyson's Battle of Brunanburh.) Green, Conquest of England, 242–248.

C. Dunstan. Green, Conquest of England. (See table of contents.)

III. England under Foreign Rule, Eleventh and Twelfth Centuries.

8. The Danish Conquest, 984–1042.

a. Renewed attacks of the Northmen: causes, manner of coming, leaders; condition of England; Ethelred II; divisions; Edmund Ironside.

b. Rule of Cnut: its character, its results.

References:

Brief Accounts: Bright, History of England, I, 15–21. Green, Short History, 61–67.

Longer Accounts: Green, Conquest of England (see table of contents). Freeman, Old English History, 233–246. Reign of Cnut, Freeman, Norman Conquest, I, 269–295.

Sources: English Chronicle. Colby, No. 10. Kendall, Nos. 10, 11, 12.

Additional Topics:

A. Battle of Maldon. Freeman, Old English History, 191–204.

B. Edmund Ironside. Freeman, Old English History, 227–233. Green, Conquest of England, 395–401. Freeman, Norman Conquest, I, 256–268.

9. The English Restoration, 1042–1066.

a. Reign of Edward the Confessor; character of Edward; the House of Godwine; internal divisions; connection of this period with the succeeding.

References:

Brief Accounts: Bright, History of England, I, 21–24. Green,[1] 67–70. Johnson, The Normans in Europe, 110–116, 125–127. Freeman, Short History of the Norman Conquest, 24–29, 39–54.

Longer Accounts: Freeman, Old English History, 252–297. Freeman, Norman Conquest, I (see table of contents).

[1] Note. — Green, without further title, refers regularly to Green, Short History of the English People, one volume, Harper edition, now pub. by Am. Bk. Co.

10. England and the Normans, 1066–1154.

a. The Normans: race; character compared with the Saxon; previous history; Normandy; Duke William.

References:

Brief Accounts: Green, 71–77. Freeman, Short History of Norman Conquest, 9–13, 30–38.

Longer Accounts: Green, Conquest of England, 470–474, 488–490, 503–522. Johnson, The Normans in Europe, 86-91, 116–125 (Duke William). Freeman's Norman Conquest, in six volumes, is the standard authority on this period.

b. The Feudal System: definition; origin; elements; effects.

References:

Johnson, The Normans in Europe, 91–108. Wakeman and Hassall, Constitutional Essays ("Feudalism"). Montague, Elements of English Constitutional History, Ch. iii (feudalism in England). See also *Outline of European History*, pp. 150, 161–162.

c. Conquest of England: causes for Norman invasion; Harold's difficulties; Senlac; completion of conquest, coronation of William, rising of the North, final defeat, 1071; comparison of conquest with previous conquests of England.

References:

Brief Accounts: Bright, History of England, I, 24–27, 40–42, 44–48. Green, 77–83.

Longer Accounts: Freeman, William the Conqueror, 63–121. Johnson, The Normans in Europe, 125–139. Freeman, Short History of Norman Conquest, 64–107.

Sources: William of Malmesbury, English Chronicle, 271–278. Henry of Huntingdon, Chronicle, 208–214. English Chronicle. Colby, No. 12. The Bayeux Tapestry.

d. The settlement of England: methods by which William established his rule, — confiscations, castle-building, Domesday, the Salisbury oath; condition of the English; relations of king and church, Lanfranc; con-

nection of England with the continent; effects of the Conquest on race, language, architecture, government.

References:

Brief Accounts: Bright, History of England, I, 36–39, 42–44, 48–55. Green, 83–89. York Powell, History of England to 1509, 85–90 (condition of the people).

Longer Accounts: Freeman, Short History of the Norman Conquest, 90, 118–127, 134–147. Johnson, Normans in Europe, 140–173. Freeman, William the Conqueror, 122–146. Montague, Ch. iv (constitutional aspect).

Sources: English Chronicle. William of Malmesbury, Chronicle, 278–280. Colby, Nos. 13, 15, 16. Kendall, Nos. 14–16.

e. The later Norman Kings: crown and church, Anselm and investitures, monastic revival; the crown and the feudal baronage; the anarchy, — causes, condition of the people, the part of the church, Treaty of Wallingford.

References:

Green, 89–92, 95–98, 101–104. Bright, History of England, I, 60–62, 70–76, 78, 80–86. Stubbs, Early Plantagenets, 10–32. Johnson, Normans in Europe, 182–218. Montague, English Constitutional History, 22–39.

Sources: English Chronicle (on the anarchy). William of Malmesbury, 490–535. Henry of Huntingdon, 323–430. Colby, Nos. 18–21. Hill, Liberty Documents, Ch. i (charter of Henry I). Kendall, Nos. 17, 18.

For the investiture struggle on the continent, see *Outline of European History*, pp. 151–153.

Additional Topics:

A. Battle of Senlac. Freeman, Old English History, 325–339. Freeman, Norman Conquest, III, 295–339. Round, Feudal England. Oman, Art of War in the Middle Ages. William of Malmesbury, English Chronicle, 274–278. The Bayeux Tapestry. Bates and Coman,

English History told by English Poets, 26–45 (imaginative).

B. Hereward the Wake. Freeman, Norman Conquest, IV, 308–330. Kingsley, Hereward the Wake (imaginative).

C. Domesday Book. Traill, Social England, I, 340–349. Freeman, Norman Conquest, V, 1–34.

II. The Early Angevins, 1154–1199.

a. Henry II: character, possessions, aims, policy; judicial reforms; policy toward the church and quarrel with Archbishop Thomas; conquest of Ireland; attitude toward the barons and rising of 1173; continental difficulties; results of his reign.

b. Reign of Richard I: Richard's character and career; his influence in England; work of his ministers.

References:

Brief Account: Green, 104–115.

Longer Accounts: Stubbs, Early Plantagenets, 55–80 (the church). Green, Mrs. J. R., Henry the Second, Chs. v, vii (the church), Chs. iii, iv, vi (judicial reforms), Ch. viii (Ireland). Montague, 40–51. Archer and Kingsford, The Crusades. Wakeman and Hassall, Constitutional Essays, Essay iii. Norgate's England under the Angevin Kings is the most complete work on this period. Ramsay, Angevin Empire.

Sources: Colby, Nos. 22, 23, 27. Henderson, Select Historical Documents, 16–20 (judicial). Kendall, Nos. 19–22.

Imaginative Literature: Tennyson, Becket. Scott, Ivanhoe, Talisman.

Additional Topics:

A. Show on a sketch map the Anglo-Angevin empire at its greatest extent. How was each portion acquired by Henry II, and under what title was it held? Consult maps in Bright, History; or in atlases of Gardiner or Poole.

B. Strongbow in Ireland. Lawless, Ireland, Chs. x–xii. Barnard, Strongbow's Conquest of Ireland.

IV. The Struggle for Constitutional Liberty, Thirteenth Century.

12. WINNING THE CHARTER.

a. The break between king and nation: loss of Normandy, — causes, results; quarrel with the church, — causes, the interdict, reconciliation of king and Pope; quarrel with the barons, — causes, part of Stephen Langton, granting the Charter.

References:

Brief Accounts: Bright, History of England, I, 126–137. Green, 115, 116, 122–127.

Longer Accounts: Stubbs, Early Plantagenets, 129–153. Norgate's John Lackland and Ramsay's Angevin Empire are the best single books on this period.

Source: Colby, Nos. 29, 30.

Imaginative Literature: Shakespeare, King John.

b. The Great Charter: form; general characteristics; important provisions; place of the Charter in English history.

References:

Brief Accounts: Bright, History of England, I, 137–140. Green, 128–132. Freeman, Norman Conquest, V, 475–479. Montague, 53–57.

Longer Accounts: Stubbs, Early Plantagenets, 129–153. Norgate, John Lackland.

Sources: Hill, Liberty Documents, Ch. ii (text and comment). Old South Leaflets, No. 5.

Additional Topic:

Château-Gaillard. Norgate, England under the Angevin Kings, II, 375–381, 410–423. (See picture in illustrated edition of Green, Short History, I, 216, 217.)

13. THE SHAPING OF THE NATION.

a. Public activity; the universities; the towns; the work of the friars.

References:

Green, 92–95, 193–201 (the towns), 132–137 (the universities), 147–152 (the friars). York Powell, History of England to 1509, 158–175 (condition of the people).

Jessopp, Coming of the Friars, Essays i and ii. Colby, Nos. 25, 28.

Additional Topic:

Canterbury Cathedral. Traill, Social England, I, 285–287, 462–472. Century Magazine, April, 1887, article by Mrs. Van Rensselaer (also in her English Cathedrals).

14. The Struggle for Good Government.

a. Misrule of Henry III: character of the king; grievances of the people.

b. The Barons' War: causes; Provisions of Oxford; divisions among the barons; results; rule of Simon de Montfort; Parliament of 1265; Evesham; results of the war.

References:

Brief Accounts: Bright, History of England, I, 158–170 (Barons' War). Green, 141–146, 152–160. Montague, 58–63.

Longer Account: Stubbs, Early Plantagenets, Chs. viii, ix.

Sources: Colby, No. 31. Hutton, The Misrule of Henry III; Simon de Montfort and his Cause (two volumes in English History from Contemporary Writers). Kendall, Nos. 25–27.

15. Progress under Edward I.

a. Edward I: character; aims; policy.

b. Constitutional development: the Model Parliament; purpose of the king in calling it; composition; powers; place in history; confirmation of the charters; what was granted?

References:

Brief Accounts: Bright, History of England, I, 171–175, 185–188, 192–194. Green, 169–184, 201–207. Montague, 61–71.

Longer Account: Tout, Edward the First, Chs. viii, xi.

Sources: Colby, No. 34. Hill, Liberty Documents, Chs. iii, iv (summons to Parliament and confirmation of the charters).

16. "The British Idea."
    a. Conquest of Wales.
    b. Struggle with Scotland: the overlordship; the award of Norham; alliance of Scotland and France; Dunbar and fall of Baliol; rising of Wallace; union of England and Scotland; rising of Bruce; Bannockburn; recognition of Scotch independence, 1328.

References:

Brief Accounts: Bright, History of England, I, 175–177, 180–192. Green, 167–169, 184–193, 211, 212.

Longer Accounts: Edwards, Wales, Chs. ix–xi. Tout, Edward the First, Chs. x, xi, xii. Hume Brown, History of Scotland, I, 133–169, or Mackintosh, Scotland, 44–73.

Source: Colby, No. 35.

Additional Topic:

The Battle of Bannockburn. Maxwell, Robert the Bruce, I, Ch. ix. Bates and Coman, 98–106 (imaginative).

V. The Hundred Years' War, 1337–1453.

(Compare *Outline of European History*, p. 165.)

17. Edward III and France, 1327–1377.
    a. Accession of Edward III: character; causes for trouble between England and France; preparation for war.
    b. Course of the war to 1377: important events — Sluys, Crécy, Neville's Cross, Calais, Poitiers, Treaty of Brétigny; causes for English success; renewal of the war, the Black Prince and Aquitaine; state of affairs at close of the reign.

References:

Brief Accounts: Bright, History of England, I, 197–220, 224–237. Green, 223–231, 233.

Longer Accounts: Freeman, Historical Essays, The Reign of Edward III (a brief suggestive view of the period). Traill, Social England, II, 234–248 (mode of warfare). Warburton, Edward the Third (consult index). Masson, Mediæval France, 171–218 (French point of view).

Sources: Froissart, Chronicles (Lanier's Boy's Froissart or Macaulay's edition of Berners' translation of Froissart). Ashley, Edward III and his Wars. Colby, No. 39. Kendall, Nos. 29–31.

Additional Topics:

A. Crécy. Froissart, Chs. cxxviii–cxxx (Berners' trans.). Longman, Life of Edward the Third, I, Ch. xiv.

B. The Black Prince. Froissart, Chs. clvii–clxix. Longmans, I, Chs. xx, xxi; II, Chs. viii, ix.

18. The Social Revolt of the Fourteenth Century.

a. The Black Death: condition of the people before its coming; its effects; statutes of laborers.

b. The Lollard Movement: condition of the church; work of John Wycliffe.

c. The Peasants' Rising: causes; character; results.

References:

Brief Accounts: Bright, History of England, I, 229, 243–245, 262–270. Green, 235–244 (John Wycliffe), 244–260. Traill, Social England, II, 184–188, 319–323 (Black Death), 214–234, 395–401 (Wycliffe and the Lollards). Denton, England in the Fifteenth Century, 94–114.

Longer Accounts: The best single book on this period is Trevelyan's England in the Age of Wycliffe. On Wycliffe and the Lollards, see Chs. iv, v, viii, ix; on the Peasants' Rising see Ch. vi. Cheyney, Industrial and Social History of England, Ch. v. Jessopp, Coming of the Friars, Essays iv, v (Black Death).

Sources: Froissart. Ashley, Edward III and his Wars. Colby, Nos. 40–42. Kendall, 32–35.

19. The Constitutional Monarchy, 1399–1461.

a. Progress under Edward II and Edward III: deposition of Edward II; division of Parliament into two houses; Parliament and taxation; the Good Parliament.

b. The Lancastrian Revolution: deposition of Richard II; house of Lancaster and Parliament; causes of failure of Constitutional Monarchy.

References:

Bright, History of England, I, 208–211, 221, 237–240, 253, 275–277, 282. Green, 210, 231–235, 261–265. Montague, Ch. vii. Wakeman and Hassall, Constitutional Essays, Essay v. Stubbs, Constitutional History, II, Sects. 255, 268–273; III, 320, 321.

Additional Topic:

Glendower's Rebellion. Bradley, Owen Glyndwr. Shakespeare, Henry IV (imaginative).

20. The House of Lancaster, and France, 1414–1453.

a. Renewal of the Hundred Years' War by Henry V: causes; condition of France; Agincourt; conquest of Normandy; Treaty of Troyes; death of Henry; Bedford and Burgundy, Joan of Arc and the Siege of Orleans; death of Bedford; the Angevin treaty and close of the war; causes of England's failure; effect of the war on England and on France.

References:

Brief Accounts: Bright, History of England, I, 278–284, 289–319. Green, 267–270, 274–281. Traill, Social England, II, 401–423.

Longer Accounts: Denton, England in the Fifteenth Century, 79–91 (effects of the war). Traill, Social England, II, 438–452 (method of warfare). Gairdner, Houses of Lancaster and York, 92–113, 123–134, 140–147, 155. Masson, Mediæval France, 234–272. Lives of Henry V by Church, and by Kingsford. See *Outline of European History*, p. 165.

Imaginative Literature: Shakespeare, Henry V.

Additional Topic:

Joan of Arc at the Siege of Orleans. Lowell, Joan of Arc, Chs. vii, viii. See also Clemens (Mark Twain), Joan of Arc (imaginative).

21. The Wars of the Roses, 1455–1485.

a. Causes for civil strife: condition of the country; the barons; character of Henry VI; rivalry of Lancaster and York.

b. Course of the war: struggle for control of the council, struggle in the field, division of the country, battles of St. Albans, Wakefield, Towton; triumph and rule of Edward IV; quarrel between Edward and Warwick, Tewksbury, Barnet; death of Edward IV and usurpation of Richard III; Bosworth Field and accession of the Tudors; results of the wars.

References:

Brief Accounts: Bright, History of England, I, 316–352. Green, 281–288, 299–301. Traill, Social England, II, 430–438.

Longer Accounts: Traill, Social England, II, 452–460 (method of fighting). Oman, Warwick, Ch. i (condition of the country). Gairdner, Houses of Lancaster and York, 155–227. Stubbs, Constitutional History, III, Sects. 344–363. Oman's Warwick gives a very interesting view of the struggle up to the death of Warwick.

Sources: Colby, Nos. 46, 48. Kendall, Nos. 37–43. Thompson, The Wars of York and Lancaster. The Paston Letters.

Additional Topics:

A. Towton Field. Thompson, 83–89. Oman, Warwick.

B. "The Last of the Barons." Oman, Warwick. Bulwer, The Last of the Barons (imaginative).

Map Work:

Show on a sketch map the division of the country between the Roses.

VI. England under the Tudors, 1485–1603.

22. The New Monarchy.

a. The House of Tudor: characteristics; policy.

b. The establishment of despotism: measures of Henry VII; condition of the country, church, nobles, middle classes; Henry VIII and his ministers; the court of the Star Chamber; position of Parliament; rule of the great Queen; reasons for the nation's acceptance of Tudor despotism.

References:

Green, 301–303, 322–326, 331–333, 349–351, 401–405. Bright, History of England, II, 354–358, 420. Traill, Social England, II, 615–619, III, 1–22. Montague, 92–107, 111, 112. Hallam's Constitutional History of England is a classic for this period. (See Vol. I, Chs. i, v.) Merriman, Thomas Cromwell, is very valuable for an important period. Prothero, Statutes and Constitutional Documents (for Elizabeth's reign). The introduction to Prothero, pp. xvii–xxi, gives an interesting summary.

Sources: Colby, Nos. 53, 56, 61 B. Kendall, Nos. 44, 54.

23. The Renaissance in England.
   - *a.* Europe at the close of the middle ages.
   - *b.* The Renaissance: causes; character; results.
   - *c.* The New Learning in England: beginning; peculiar character of the English movement; leaders; results; connection with the Reformation.

References:

Green, 294–299, 303–320. Seebohm, Era of the Protestant Revolution, 74–85. Hutton, Sir Thomas More. Emerton, Desiderius Erasmus. Roper, Life of Sir Thomas More. Colby, No. 52. Kendall, Nos. 45, 65.

See *Outline of European History*, pp. 166–169.

Additional Topic:

More's Utopia. Green, 316–320. The Utopia.

24. The Beginnings of the English Reformation.
   - *a.* The movement on the Continent.

     See *Outline of European History*, pp. 170–173.
   - *b.* The Reformation under Henry VIII: causes; the divorce; legislation of the Parliament, break with Rome, the royal supremacy; dissolution of the monasteries; translation of the Bible; doctrinal changes, the Ten Articles; attitude of the nation, the Pilgrimage of Grace; fall of Thomas Cromwell; the Six Articles; condition at the close of the reign.

References:

Green, 320–323, 327–331, 333–348, 351–357. Bright, II, 383, 389–398, 404–414.

Source: Univ. Penn. Translations and Reprints, Vol. I, No. i.

c. The Protestant Revolution: Edward VI and his advisers; policy of the government; measures; attitude of the nation.

d. The Catholic Reaction: Mary's aims, attitude of Parliament and of the nation, the Spanish marriage, reunion with Rome; the Marian persecution; results of Mary's policy.

References:

Creighton, Age of Elizabeth, 14–18, 24–26, 28–31, 36–39. Green, 357–369. Bright, II, 424, 427–430, 437, 442, 447, 453–457. Montague, 107–109.

Additional Topics:

A. Death of Sir Thomas More. Froude, History of England, II, 225–232, 367–387. Roper, Life of Sir Thomas More. Or see Kendall, No. 47.

B. Latimer the Preacher. Froude, History of England (consult index). Carlyle, Hugh Latimer.

C. Lady Jane Grey. Froude, History of England, Vols. V, VI (consult index).

25. THE AGE OF ELIZABETH, 1558–1603.

a. Europe in 1558: Scotland — religious situation, connection with France; France — the Valois and Guise rivalry, the Huguenots, relations with Spain; Spain and Philip II — the Netherlands; England — position of Elizabeth, internal divisions, policy of Elizabeth and Cecil.

References:

Creighton, Age of Elizabeth, 43–45, 51–62, 80–87. Bright, II, 488–495.

Map Work:

A sketch map showing Europe in 1558.

b. The Elizabethan settlement; Elizabeth's policy; reasons; measures; effect at home and abroad.

References:

Creighton, 46–50, 125–130. Green, 376–379, 384, 405–407.

c. England and Scotland: relations under the early Tudors; plans and policy of Mary Stuart; danger to England; Mary's overthrow; results.

References:

Creighton, 62–79, 100–104. Green, 382–392. Bright, II, 495–499, 503–512. Kendall, Nos. 53, 55, 56. Colby, Nos. 62, 63.

d. The struggle with Spain: aims of Philip II; England and the Netherlands; Spain and the English Catholics; commercial rivalry; the League and the crisis of 1588; England and Spain at the end of the century.

References:

Creighton, 87–97, 111–122, 153–180. Green, 411–420, 442–444.

Map Work:

The Spanish empire in 1580.

e. Conquest of Ireland: condition of Ireland from the thirteenth to the sixteenth century; policy of the early Tudors; Ireland and the Reformation; attacks upon the land; risings of the septs; conquest and settlement.

References:

Green, 446–458. Lecky, History of England in the Eighteenth Century, II, 92–122. Lawless, Ireland, Chs. xxii, xxiii, xxxi.

Additional Topics:

A. Rise of Puritanism. Green, 460–469. Gardiner, Cromwell's Place in History, Ch. i. Hutchinson, Memoirs of Colonel Hutchinson.

B. Execution of Mary Stuart. Froude, History of England, XII, 343–363. Kendall, No. 58.

C. The Armada. Froude, History of England, XII, 478–513, or Froude, English Seamen, 259–299. Henderson, Side Lights on English History, 18–25. Kendall, No. 59.

26. Tudor England.

a. The land and agriculture: wool-growing; enclosures; effect upon the peasantry; attitude of the government; causes of improved conditions at the end of the period.

b. Industrial progress: growth of manufactures; religious refugees; commerce and colonization; connection with Spain.

c. Social conditions: increase in pauperism; causes; care of the poor; poor law of 1601; the new middle class; the great merchants; changes in manner of living.

References:

Froude, History, I, Ch. i (for the early part of the century). Bright, II, 462–487 (for the middle of the century). Green, 392–398, and Creighton, Elizabeth, 192–201 (both for reign of Elizabeth). Gibbins, Industrial History, 82–90 (economic changes), 90–99 (commerce), 99–108 (conditions under Elizabeth). Cunningham and MacArthur, Industrial History. Cheyney, Industrial and Social History, Ch. vi. Harper's, Vol. LXXXIII, pp. 602 ff., 780 ff., 941 ff.

Sources: Colby, Nos. 50, 55. Harrison, Elizabethan England. Hart, American History told by Contemporaries, I, Nos. 44, 46. Kendall, Nos. 62–64.

d. The revival of literature: characteristics; great names; important works.

References:

Creighton, 201–218. Green, 398–401, 420–442. Colby, Nos. 64, 65.

Additional Topics:

A. Elizabethan homes. Harrison, Elizabethan England.

B. Drake's voyage round the world. Froude, History of England, XI, Ch. xxix; or Froude, English Seamen, Ch. iv. Hart, Contemporaries, I, Nos. 30, 31.

VII. The Puritan Revolution, 1603–1660.

27. The Beginning of Strife, 1603–1625.

a. Elements in the struggle: character of the first Stuart;

religious divisions and the Hampton Court Conference; the Divine Right of Kings; foreign policy.

b. Contest between king and Parliament: the issues in the first Parliament; religious question; the royal prerogatives; the Addled Parliament; the rule of the favorites; outbreak of the Thirty Years' War; Parliament of 1621 and revival of impeachments; the Protestation.

References:

Gardiner, The Puritan Revolution, 1–48, especially 13–20, 29–35, 39–48. This is the best short book on the subject. Green, 474–495. Bright, II, 581–585, 587–589, 592–605. Montague, 113–118. Gardiner, History of England, 1603–1642, 10 vols., Civil War, 4 vols., Commonwealth and Protectorate, 4 vols., is the authority on the Stuart period. Hallam, Constitutional History.

Sources: Prothero, Constitutional Documents, contains much valuable material on the constitutional aspect. For the king's view of his position, read 293–295, 399–401; for Parliament's side, 286–293 (or more briefly, Kendall, No. 70), and the Commons' Protest of 1621, 313, 314. For a contemporary account of the Hampton Court Conference, see Colby, No. 69, or Hart, Source Book of American History, No. 14.

Additional Topics:

A. The Gunpowder Plot. Gardiner, History of England, 1603–1642, I, 234–286. Henderson, Side Lights, 43–47.

B. Plantation of Ulster. Gardiner, History of England, 1603–1642, I, Ch. x.

C. The Spanish Journey. Henderson, Side Lights, 55–60. Gardiner, History of England, 1603–1642, V (see table of contents).

§8. Breach between King and Parliament, 1625–1629.

a. Ascendency of Buckingham: character of Charles I; Buckingham's foreign policy; Sir John Eliot and the attacks upon the favorite.

b. Parliament of 1628–1629. Sir Thomas Wentworth and

the Petition of Right; assassination of Buckingham and Wentworth's apostasy; the religious situation; Eliot's resolutions and the dissolution of 1629.

References:

Gardiner, Puritan Revolution, 48–69. Green, 496–505. Bright, II, 608–627. Montague, 118–120.

Sources: Petition of Right, text in Gardiner, Constitutional Documents, or in Old South Leaflets, No. 23, or Hill, Liberty Documents, VI. Clarendon, Characters and Episodes (edited by Boyle), 4–19 (Duke of Buckingham). Kendall, No. 72 (dissolution in 1629).

Additional Topic:

Sir John Eliot, the parliamentary leader. Gardiner, History of England, 1603–1642 (see index).

29. The Personal Rule of Charles I, 1629–1640.
   a. Laud and the Puritans: character and aims of Laud; measures to enforce conformity; effect upon the country.
   b. The revenue: tonnage and poundage; monopolies; the forests; ship-money; Hampden's resistance; the decision of the judges.
   c. The outbreak in Scotland: religious conditions; the new Service Book; the Covenant; rebellion; position of the king.

References:

Gardiner, 71–82, 85–96. Green, 509–520, 528–533. Bright, II, 627–631, 637–640. Montague, 120–124. Mackintosh, Scotland, 181–199 (outbreak in Scotland). Gardiner, Documents, 37–54 (ship-money). Old South Leaflets, No. 60 (Scottish covenant). Kendall, Nos. 73–75.

30. The Long Parliament.
   a. Meeting of the Short Parliament: reasons for summoning; attitude; dissolution.
   b. First session of the Long Parliament, Nov., 1640–Sept., 1641: leadership of Pym; impeachment and execution of Strafford; restrictions on the royal prerogative; the religious question.

c. Development of parties; Charles in Scotland; the army plot; division on church questions, the moderates; the Irish rebellion, effects; the Grand Remonstrance; attack on the five members.

References:

Gardiner, Puritan Revolution, 108–124. Green, 533–546. Bright, II, 642–658. Montague, 124–129. Goldwin Smith, Three English Statesmen, essay on Pym. Traill, Strafford. Dictionary of National Biography, articles on Hampden, Pym, Wentworth (Strafford). Lawless, Ireland, 240–250.

Sources: For the Grand Remonstrance, see Gardiner, Constitutional Documents, No. 34, or Old South Leaflets, No. 24. Clarendon, Characters and Episodes (edited by Boyle), 82–85 (Grand Remonstrance).

Additional Topics:

A. Impeachment of Strafford. Traill, Strafford, Chs. xiv, xv, or Gardiner, IX, 302–372. Clarendon, 54, 63–78. Colby, No. 71. Kendall, Nos. 76, 77. Browning, Strafford (imaginative).

B. Attack on the five members. Kendall, No. 78 Clarendon, 88–94. Gardiner, X, 128–151.

31. The Great Rebellion, 1642–1649.

a. Cavaliers and Roundheads: leaders; support in the country; sources of strength and of weakness.

b. First period of the War: raising the standard at Nottingham; Edgehill; Charles at Oxford; lack of decisive results; the Scottish alliance, the Solemn League and Covenant.

c. Independency and the end of the first Civil War: divisions among the Parliamentarians; Cromwell and Marston Moor; the Self-Denying Ordinance; the New Model; Naseby.

References:

Gardiner, 125–143. Green, 547–559. Montague, 129–131. Harrison, Oliver Cromwell, Chs. iv, v.

Sources: Clarendon, 60, 151–155 (Hampden), 155–168

(Falkland), 174–177 (Pym), 216–218, 275–284 (Cromwell). Colby, Nos. 72, 73. Kendall, Nos. 79, 80.

Map Work:

Show on a sketch map the division of the country between king and Parliament.

d. Strife for supremacy, 1646–1649: Parliament and the Presbyterians; the army and the Independents; the king; aims and proposals of each; alliance of Charles and the Scots, the second Civil War; triumph of the Independents; Pride's Purge; trial of the king; execution, Jan. 30, 1649.

References:

Gardiner, Puritan Revolution, 144–153. Green, 559–572. Harrison, Oliver Cromwell, Chs. vi, vii. Clarendon, 223–229 (death and character of Charles). Carlyle, Cromwell's Letters and Speeches. Gardiner, Civil War.

Additional Topics:

A. Naseby. Gardiner, History of the Great Civil War, II, 234–253. Clarendon, 198–200.

B. Agreement of the People compared with the United States Constitution. For text see Gardiner, Documents, 359–371, or Hill, Liberty Documents, Ch. vii.

C. Trial of the King. Gardiner, Civil War, IV, 288–313. Gardiner, Documents, No. 72, or Kendall, No. 82, for the warrant. Clarendon, 219–223.

32. Puritan Rule, 1649–1660.

a. Restoration of peace in the British Isles: conditions in Ireland, work of Cromwell, the Cromwellian settlement; Scotland and Charles II, Dunbar and Worcester.

b. Political conditions: overthrow of monarchy and the House of Lords; the Commonwealth under the Rump; overthrow of the government by Cromwell and the army; constitutional experiments; causes of failure.

c. Foreign policy of the Commonwealth: attitude of Europe; the navigation act and the Dutch War; war with Spain, — Jamaica, Dunkirk; position of England in Europe.

d. Fall of the Commonwealth; death of Cromwell; confusion, recall of the Stuarts; causes of the failure of the Puritan Commonwealth.

References:

Gardiner, 154–189. Green, 572–600. Montague, 131–134. Harrison, Oliver Cromwell, Chs. viii–xiv. Lawless, Story of Ireland, 260–276 (conquest of Ireland). Gardiner's History of the Commonwealth and Protectorate (unfinished) is the great authority on this period.

Sources: Cromwell, Letters and Speeches. For the Instrument of Government, see Gardiner, Constitutional Documents, No. 87, or Hill, Liberty Documents, Ch. vii, or Old South Leaflets, No. 27. Kendall, Nos. 84–89.

Additional Topics:

A. Fall of the Rump. Harrison, Oliver Cromwell, 168–187, or Gardiner, History of the Commonwealth, II, Ch. xxv. Hosmer, Young Sir Henry Vane, Ch. xvii. Colby, No. 75.

B. Flight of Charles Stuart from Worcester. Gardiner, History of the Commonwealth, I, Ch. xvii.

C. Cromwell's work. Gardiner, Cromwell's Place in History. Goldwin Smith, Three English Statesmen Harrison, Oliver Cromwell. Morley, Oliver Cromwell.

VIII. Restoration and Revolution, 1660–1688.

33. England under Charles II, 1660–1685.

a. Political conditions: character and policy of the king; the nation and the doctrine of non-resistance; Parliament and taxation and the royal dispensing power.

b. Religious settlement: act of uniformity; penal legislation against dissent; condition of the Catholics and aims of the king.

c. Charles and Louis XIV: aims of the French king; war between England and Holland; the Treaty of Dover; the Declaration of Indulgence; the Test Act; the Popish Plot; the Exclusion Bill and political parties.

References:

Green, 616–619 (political conditions), 619–625 (reli-

gious settlement), 633–662, *passim* (the French alliance and the Catholic question). Montague, 135–144.

Sources: Colby, Nos. 77–80. Hill, Liberty Documents, Ch. viii (Habeas Corpus Act, 1679). Kendall, Nos. 90–97.

Additional Topics:

A. The Plague of 1665. Henderson, 124–131. De Foe, Journal of the Plague (imaginative).

B. The Great Fire, 1666. Henderson, 131–142. Colby, No. 78.

C. England after the Restoration. Macaulay, I, Ch. iii.

34. Overthrow of the Stuarts, 1688.

a. Elements in the revolution: character and aims of James II; doctrine of non-resistance *versus* fear of a Catholic despotism.

b. Measures of James II, 1685–1688: assertion of the dispensing power, Catholics in office; a standing army; Declaration of Indulgence; petition of the seven bishops, trial.

c. The Revolution of 1688: William of Orange and the Whigs; birth of Prince James; coming of William and flight of King James; Parliament and the succession; results of the Revolution — Bill of Rights, Act of Toleration, 1689, Act of Settlement, 1701.

References:

Green, 666–683. Hale, Fall of the Stuarts, 76–79, 98–110, 119–144. Traill, William the Third, Chs. iii–v (the Revolution). Montague, 144–156.

Sources: For Bill of Rights see Hill, Liberty Documents, Ch. ix, or Old South Leaflets, No. 19 (contains also the Act of Settlement). Colby, Nos. 82, 83. Henderson, 181–192. Kendall, Nos. 100, 101.

Additional Topics:

A. Jeffreys on the Western Circuit. Macaulay, History of England, I, 579–593. Colby, No. 81.

B. Trial of the Seven Bishops. Macaulay, II, 320–362. Kendall, Nos. 98, 99.

IX. Wars of Empire, 1689–1815; "The Second Hundred Years' War."

See also *Outline of European History* (pp. 180–197) and *Outline of American History*, sections 13, 15, 16, 23.

35. William III and Louis XIV, 1689–1697.

a. War in Europe: James II in Ireland — Parliament of Dublin, Londonderry, Battle of the Boyne, Treaty of Limerick; the continental league against Louis (League of Augsburg) — La Hogue, Namur, Peace of Ryswick.

b. King William's War: English and French in North America; contest for Acadia and Hudson's Bay.

References:

Green, 684, 694–696, 700. Bright, III, 811, 836–838, 846–848, 856–859 (European aspect of the war). Macaulay, IV, 313–336 (battle of La Hogue). Macaulay, IV, 359–363, V, 53–66 (Namur). Seeley, Expansion of England, Part I, Chs. ii, v–viii, will be found very suggestive, read in connection with this subject.

Additional Topics:

A. Siege of Londonderry. Macaulay, III, Ch. xii, especially 183–225.

B. Massacre of Glencoe. Macaulay, IV, 285–312. Colby, No. 84. Kendall, No. 101.

36. The War of the Spanish Succession, 1702–1713.

a. The war in Europe: the Spanish Succession; Marlborough and Queen Anne; the Grand Alliance, the campaigns of 1704, 1706, and 1708; English parties and the war; the Treaty of Utrecht.

b. Queen Anne's War: conquest of Acadia and of Hudson's Bay territory.

References:

Green, 702–720. Bright, III, 873–921, *passim*. Morris, Age of Anne, discusses the war at length and clearly. See also *Outline of European History*, pp. 180–181.

Additional Topics:

A. Blenheim. Morris, Age of Anne, Ch. vii. Colby,

No. 86. Southey, The Battle of Blenheim (imaginative).

B. Union of Scotland and England. Morris, Age of Anne, 138–145. Lecky, II, 52–66. Montague, 158–161. Adams and Stephens, No. 244. Colby, No. 87.

C. Society and Literature in the Age of Anne. Morris, Age of Anne, Chs. xxi, xxii. Addison, Sir Roger de Coverley; Thackeray, Henry Esmond (imaginative).

37. The War of the Austrian Succession, 1740–1748.

a. War in Europe: the Austrian Succession; Austria and England against Prussia and France; Dettingen; Fontenoy; the Peace of Aix-la-Chapelle, 1748; connection between topics *a* and *b* and *c* (War in Europe, the West, and India).

b. War in the West: trade with Spanish colonies and the War of Jenkins' Ear, 1739; King George's War, 1744–1748; French occupation of the Mississippi Valley; border wars; capture of Louisbourg, 1745.

c. War in India: the English and French trading companies; break up of the Mogul empire; policy of Dupleix.

References:

Green, 732–734, 741–746. Bright, III, 980–984, 988–1012, *passim*; 1113–1116. Morris, Early Hanoverians, 108–110 (war with Spain). Morley, Walpole, Ch. x, discusses Walpole's foreign policy. See also *Outline of European History*, pp. 183–184.

Additional Topic:

"The Forty-Five." McCarthy, England under the Four Georges, II, Chs. xxxiv–xxxvi, or Morris, Early Hanoverians, 143–169. Colby, No. 82. Bates and Coman, 355–361 (imaginative). Swinburne, A Jacobite's Exile, 1746 (imaginative).

38 The Seven Years' War, 1756–1763.

a. Undeclared war: the strife for the Ohio Valley; Braddock's defeat, 1755; war in India; Clive at Arcot, 1751.

b. Open war: alliance of England and Prussia against France and Austria; connection between the war in Europe and the wars in India and America; condition of England, 1756; Minorca; Pitt's war administration; turning-points in the war — Duquesne, Louisbourg, Quebec, Quiberon Bay, Wandewash; accession of George III and fall of Pitt; Peace of Paris, 1763.

References:

Green, 746–758, 762–764. Bright, III, 1018–1033, 1037–1041. Lecky, II, 494–505 (war in America and in India). Walford Green, William Pitt, Ch. iv. Macaulay, Essays on Pitt and on Clive. Lecky, II, 467–489, 504, 505, 510–520, a good discussion of Pitt's war ministry. See also *Outline of European History*, p. 184; and *Outline of American History*, section 13.

Sources: Colby, Nos. 94–96, or Kendall, Nos. 117, 118.

Additional Topics:

A. The Battle of Plassey. Wilson, Clive, Ch. vi. Kendall, No. 117.

B. Pitt, the war minister. Walford Green, William Pitt, Ch. iv. Macaulay's Essay on Pitt.

Map Work:

Show on an outline map European possessions in North America in 1763.

39. The American Revolution, 1775–1783.

a. England and the American Colonies, 1765: political and commercial policy; measures of Grenville, of Townshend, of North; effects in America; attitude of the king, of parties, of the nation.

b. First period of the war, 1775–1778: organization of colonial resistance; war in New England; Declaration of Independence; war in the Middle States — Saratoga, 1777.

c. Second period of the war, 1778–1783: the French Alliance; war in the Middle States and South; siege of Gibraltar; Yorktown; Rodney in the West Indies; fall of the Tories; treaties of peace.

References:

Green, 760–762; 768–770; 776–786. Seeley, Expansion of England, Pt. I, Ch. viii (very suggestive). Sloane, French War and the Revolution. Lecky, American Revolution (Chs. from his History of England in the 18th Century, edited by Woodburn), is of great value. Macaulay, Essay on Pitt, Earl of Chatham.

Sources: Colby, No. 99. Henderson, 266–272. Hill, Liberty Documents, Ch. xii (Stamp Act). Kendall, Nos. 119–121. See also *Outline of American History*, sections 15, 16.

Additional Topics:

A. Pitt and the American Colonies. Green, William Pitt, Chs. v, vi, ix, or Macaulay, Essay on Pitt, Earl of Chatham. Kendall, No. 119.

B. A comparison of political conditions in England and in America in 1765. Green on England; Lecky on America (in his History of England in the Eighteenth Century, or in his American Revolution, ed. Woodburn).

40. The War of the French Revolution, 1793–1802.

a. The French Revolution: condition of France, 1789; meeting of the States-general; fall of the Bastile; rise of Jacobinism; declaration of the Republic; execution of the king.

b. War against the French democracy: attitude of England; Burke and the reaction; coalition against France; rise of Napoleon; war on the continent, on the sea, in Egypt, in India; Peace of Amiens, 1802.

c. Conditions in Ireland: Ireland in the eighteenth century; effect of the American Revolution; Home Rule, 1782–1800; economic and religious difficulties; influence of the French Revolution; "Ninety-eight;" the union of England and Ireland, 1800.

References:

Green, 797, 800–811, 818–819. Rosebery, Pitt, Chs. vi–ix, discusses the French Revolution and the war, showing the part of Pitt. Goldwin Smith, Three English

Statesmen (essay on Pitt). Macaulay, Essay on Pitt. For conditions in Ireland, see Green, 811–818; Lawless, Ireland, 298–310 (condition after Revolution of 1688), 354–376 (the Union); Lecky, II, 206–221 (Irish industries). Montague, 186–188. Rosebery, Pitt, Ch. xi. See *Outline of European History*, pp. 190–194.

Sources: Adams and Stephens, Select Documents of English Constitutional History, No. 258 (Act of Union). Colby, No. 107. Kendall, Nos. 108, 111, 123–125.

41. War against Napoleon, 1803–1815.

a. First period of the war: the coalition; Trafalgar; Austerlitz, 1805; death of Pitt.

b. Second period of the war: commercial warfare; rising of the peoples; Peninsular War, Arthur Wellesley; overthrow of Prussia; England and the United States; Napoleon in Russia; Waterloo; Peace of Paris, 1815.

References:

Green, 819–836. Rosebery, Pitt, 252–260. Bright, III (see index). Colby, Nos. 109–112. Henderson, Nos. 291–297 (Waterloo). Kendall, Nos. 126, 127. See *Outline of European History*, pp. 195–197.

Additional Topic:

Nelson at Trafalgar. Clark Russell, Nelson, Chs. xix, xx. Henderson, 284–290. Bates and Coman, 369–375 (imaginative).

X. Hanoverian England.

42. The Constitution after the Revolution of 1688.

a. Political parties: Whig ascendency — causes, principles, achievements; reorganization of the Tories after 1745 — principles, causes for ascendency; parties and the American Revolution; effect of the French Revolution.

References:

Green, 722–723, 761, 762. May, Constitutional History of England, II, 17–49.

b. The crown: the first two Georges; policy and methods of George III, results.

References:

Green, as above, also 765, 777. Montague, 174 179 (George III). May, Constitutional History, I, Ch. i.

Sources: Adams and Stephens, No. 254. Kendall, No. 107.

c. The Cabinet and party government: development and characteristics; the prime minister.

References:

Green, 697, 723, 724, 749, 777. Montague, 163–173. Morley, Walpole, Ch. vii.

d. Parliament: place in the constitution; state of representation; methods of controlling Parliament.

References:

Lecky, I, 434–453. May, I, Chs. v and vi, *passim*. Spencer Walpole, History of England, I, 114–133 (describes conditions at beginning of nineteenth century).

Source: Kendall, Nos. 103–105, 109.

43. Religion and Philanthropy.

a. The Wesleyan movement: religious conditions at the beginning of the century; work of the Wesleys and Whitefield; effects of Methodism — religious, social, political.

b. Social reforms: John Howard and the prisons; Wilberforce and the slave trade.

References:

Green, 735–741, 796, 823. Spencer Walpole, History of England, I, 102–106 (slave trade), 169–179 (John Howard). Lecky, II, Ch. ix, gives a very valuable account of the Methodist movement. McCarthy, Four Georges, II, Ch. xxx (Methodism).

Source: Colby, Nos. 91, 100, 103.

44. The Industrial Revolution.

a. Changes in manufacturing: inventions, use of machinery; the factory system; emigration of industry; effects on the working classes.

b. The agrarian revolution: causes; effects.

References:

Gibbins, Industrial History of England, 154–165. Cheyney, Industrial and Social History of England, 199–223. Spencer Walpole, I, 50–93. Toynbee, Industrial Revolution, 85–93.

Additional Topic:

Stephenson and the steam engine. Smiles, Life of George Stephenson, Chs. viii, ix, xxii.

XI. The United Kingdom in the Nineteenth Century.

45. The Rise of Democracy.

a. The Great Reform Bill, 1832: political situation, 1815–1830; Wellington and reform, 1830; the contest of 1832 — elements, Whigs, Tories, House of Commons, House of Lords, the king, the nation; triumph of reform, effects.

b. Parliamentary reform since 1832: Chartist demands; bills of 1867 and of 1884–1885, effects.

c. The Constitution in 1900: position of the crown, of the Cabinet, of the House of Lords, of the House of Commons.

References:

Montague, 188–193, 203–211, 213–218. Bright, III, 1422–1434 McCarthy, Four Georges, IV, Chs. lxxi–lxxiii (reform of 1832): Our Own Times, II, Chs. li–lii (reform in 1867). Bagehot, The English Constitution.

Sources: Colby, No. 116. Kendall, Nos. 129, 130.

46. The Life of the People.

a. The Corn Laws: agricultural conditions at the end of the great war; Cobden and Bright and the Anti-corn Law League; Sir Robert Peel and repeal, 1846.

References:

McCarthy, Our Own Times, I, Chs. xiv, xv. Walpole, History of England, IV, Chs. xviii, xix. Kendall, Nos. 135, 136. Bright, Vol. IV, see index under Corn Laws and under Peel.

b. Conditions of labor: the factory system; oppression of children; Lord Shaftesbury and reform.

References:

Gibbins, Industrial History, 172–186. Cheyney, Industrial and Social History, 240–259. Bright, IV, see index under Factory Bills and under Shaftesbury. Spencer Walpole, see index under Factory Laws. Kendall, No. 134. Bates and Coman, 400–406 (imaginative).

47. Relations of England and Ireland, 1800–1900.

a. Catholic Emancipation: position of the Irish Catholics, 1800; O'Connell and the Catholic Association; the Clare election; repeal, 1829.

References:

Lawless, Ireland, 377–385. McCarthy, Four Georges, IV, 69–79. Kendall, Nos. 108, 128.

b. Economic conditions: the land question; the famine of 1846 and 1847, effects; land legislation; the Land League; present situation.

References:

Lawless, 396–402. McCarthy, Our Own Times, I, Ch. xvii. Kendall, No. 137. Bright, III and IV, see index under Ireland. Morley, Life of Gladstone.

c. Political agitation: connection between economic and political conditions; O'Connell and repeal; Fenianism; Parnell and Home Rule; Gladstone and the Home Rule bills.

References:

Bright, III and IV, see index under Ireland. O'Connor, Morris, Ireland, Ch. x. Hamilton, O'Connell. Morley, Life of Gladstone. Dicey, England's Case against Home Rule. Kendall, Nos. 132, 133.

XII. The British Empire.

(Good summary of conditions in 1815, Spencer Walpole, I, 95–102.)

48. India and the Eastern Question.

a. Conditions in the nineteenth century: expansion, work of Wellesley and Dalhousie; the Sepoy Mutiny; India under the crown; proclamation of the empire, 1876.

b. The Crimean War, 1854–1856: causes, character, campaigns, results.

References:

McCarthy, Our Own Times, I, Chs. xxv–xxviii (the Crimean War), II, Chs. xxxii–xxxvi (Sepoy Mutiny). Spencer Walpole, VI, Ch. xxiv (Crimean War), 273–323 (Mutiny). Seeley, Expansion of England, Part 2, useful for teachers. Lyall, Rise of the British Dominions in India. Bright, III and IV (see index under Crimean War and under India). Kendall, Nos. 140–144.

c. Gordon at Khartum. Butler, Gordon, Chs. viii, ix. Kendall, No. 149.

Additional Topics:

A. Charge of the Light Brigade. Kinglake, Invasion of the Crimea, IV. W. Russell, Letters from the Crimea. Tennyson, Charge of the Light Brigade (imaginative).

B. Lord Cromer in Egypt. Traill, Lord Cromer.

49. The Colonies.

a. Settlement of Australasia: the penal settlements; wool-growing; discovery of gold; confederation of 1901.

b. The English in Africa: conquest of Cape of Good Hope, 1815; English and Dutch; discovery of gold in the Transvaal; the Boer War, results; expansion in Central Africa.

c. The English in the Western Hemisphere: emigration of Loyalists to Canada; the Dominion, 1867; the development of the Northwest; the West Indies — abolition of slavery, decline of the sugar industry.

References:

Payne, European Colonies, 165–185 (Australia), 185–196 (Africa), 158–165 (Canada), 196–208 (West Indies). Cotton and Payne, Colonies and Dependencies, Chs. ix and x. Bourinot, Canada. Jenks, History of the Australasian Colonies. Spencer Walpole, VI, Ch. xxviii. Lucas, Historical Geography of the British Colonies, is a work of great value.

Additional Topics:

A. Present extent and population of the Empire. See latest Statesman's Year Book.

B. Imperial Federation. Parkin, Imperial Federation. Goldwin Smith, Essays on Questions of the Day; Reviews, English and American. Kendall, Nos. 139, 147.

PART IV

AMERICAN HISTORY

AMERICAN HISTORY

INTRODUCTION

American History in the last year of the high school demands somewhat different treatment from that of the previous courses, as has been suggested in the conclusion to the general introduction. The pupil is more familiar with the field both by previous study and because it is his own country. He is within two or three years of citizenship and needs to know, not merely facts of development, but methods of government and his share in it. He is therefore ready because of interest, preparation, and obligation to examine somewhat more in detail special subjects, particularly those relating to government, its origin and methods of administration. The treatment in the accompanying syllabus recognizes this, and is somewhat less analytical and comprehensive in its topics than is the case in the previous courses in history.

Furthermore, the field is more limited, and excellent text-books, like Channing's "Students' History of the United States," and McLaughlin's "History of the American Nation," give an excellent narrative and furnish a basis for more detailed study. The syllabus is therefore more free to mark out for especial empha-

sis certain formative events, and to indicate topics that will call for comparison and other exercising of the judgment, and for the understanding of institutions and constitutional questions somewhat more fully than was possible in the other courses.

The instruction in Civil Government, which should form a considerable part of the course in case there is no separate class in the subject, should seek to emphasize, not only development, but actual existing methods, the spirit as well as the letter of the Constitution. The boss, the machine, and the "third house" should be made as clear as the more formal phases of election and legislation. As these subjects are usually omitted in text-books on Civil Government, the teacher must become the main guide. An excellent way to furnish practical experience in government, and to arouse at the same time an interest in public questions, is to organize in the school a Congress, similar, for example, to the Boston Young Men's Congress. To accomplish its purpose it should be a permanent affair, and conducted strictly according to parliamentary rules. Visits to legislative bodies are of some assistance, but need to be repeated very frequently and intelligently supervised to convey much distinct information.

In the detailed syllabus specific topics and references are given on this part of the subject; it is sufficient here to suggest such sections as 17 (Confederation and Constitution), 18 (Organization of the Government), 28 (Political Reorganization), 37 (Political Problems); and current events: *e.g.* caucuses (September), conventions (October), elections (November and December), inaugu-

rations (January), and proceedings of legislative bodies during most of the remaining months of the year, all of which furnish a basis for instruction in civics. For the whole subject Bryce's "American Commonwealth" is indispensable.

The relation of American History to that of Europe and England should be given adequate attention and the pupil taught to see, both in colonial and national history, the factors outside this country that have helped in determining events. This is briefly suggested in a subsequent "Characterization of Periods," and more specific illustrations will be found in the syllabus of topics and references: *e.g.* sections 2 (European Conditions in the Fifteenth Century), 4 (Reasons in England for Early Failure and Later Success of Virginia), 10 (Dutch), 13 (Second Hundred Years' War), 23 (Napoleonic Wars). Wherever possible use should be made of the references in the syllabus of European or English History in order to utilize previous work in history.

The importance of a knowledge of the geography of one's own country in order to understand its history is happily too generally recognized to demand discussion.[1] There is in this course more time and opportunity than in the early courses; *e.g.* the first period may well be treated geographically, colonial boundaries, lines of treaties, 1763, 1783, 1846; status of slavery, accessions of territory, area of succession, military campaigns, etc., areas of natural products, lines of transportation.

[1] For a general discussion of geography and its relation to history, see General Introduction, p. 27; Report of Committee of Seven, p. 95; Hinsdale, "How to Study and Teach History," Chs. viii, x, xiv.

Graphic representations of facts not strictly geographical will naturally come under this head. Inexpensive small outline maps, such as the Morse Company or the McKinley Company publish, permit of the pupils doing much of this work, and a few done each year on a large scale serve as a nucleus of a growing series of graphic illustration. The subject of geography and maps is treated in Channing and Hart "Guide," pp. 48–54.

The Periods of American History.— An understanding of the growth of the American nation must rest upon study of the physical characteristics of the land which made it suitable for colonization and expansion. The character of the people and the reasons for discovery and exploration can be understood only by some study of European conditions in the fifteenth and sixteenth centuries, which produced adventurers, but not founders of states in the new world, exploration but not permanent colonization. This first period is full of dramatic power and human interest; the oppressive monopoly of Spain was checked by England and Holland, and a way made for expansion of free institutions instead of absolutism; but it is a period of preparation rather than of accomplishment on this side the Atlantic.

But the scene changes with the opening of the seventeenth century. A new Europe is now able to transplant itself to a new world. The sea rovers have done their work, the new ideas of Renaissance and Reformation have won a foothold in Europe, and seek a wider and freer foothold for their logical development in a more untrammelled environment. The new generation, more numerous, better organized, and depending on

companies rather than on one man alone, more serious, successfully transfers to a virgin soil, not merely the best ideals of Europe, but many of her best leaders and elements of population. In this period of successful colonization the first group is the Southern Colonies. In the typical Southern colony, Virginia, after painful experiments and threatening extinction under the old adventurous ideas of the earlier period, the more sane and sturdy Englishmen of the seventeenth century develop permanent homes and population, and a constitutional government.

Into the Puritan exodus to New England, our next group, enter some of the best elements in England, not merely a devotion to religious principle, but a sound and far-sighted statecraft which bases successful and populous colonies and federation on self-government and economic self-sufficiency. The history of New England is the history of the American nation in miniature. It is almost a biological study of the development of American institutions, for the original records are still preserved, and some of them are in print and accessible and adapted to the interest and powers of a high school pupil. In the story told by the founders themselves he almost sees before his eyes the growth of local self-government, expansion, representative institutions, written constitutions, independence, federation, public schools.

The next group, the Middle Colonies, are the link between New England and the South, politically and economically, as well as geographically. New York and Pennsylvania are the typical colonies, and emphasis

of these two gives a clear-cut picture, and relieves of unimportant details by treating with these two the smaller and less formative colonies. In the failure of the Dutch feudal aristocrats and servants dependent on a far-removed commercial company and its agents, and in the success of the more self-governing English communities, are seen again steps which have made America what it is. The noble "Quaker Experiment in Government," like the Puritan state, shows the successful transplanting of ideals across the Atlantic, but with a larger measure of tolerance and gentleness, two generations later, and under less difficult circumstances.

The fifth period, the colonies in the eighteenth century to 1760 (or between the revolutions of 1689 and 1776), demands more time and thought than is ordinarily given it, to bring out the significance of "this forgotten half-century," and show that "the colonies were not dormant, but were growing in strength and vigor and a capacity for self-government." A study of the political and economic development, rather than a cataloguing of the quarrels with governors, brings out the significance of the growth of those "principles of government and of a social and economic system" for which the colonists stood so successfully in 1765 and 1776. The period takes on dramatic interest and brings out the significant contrast in the results of two systems of colonization, as the self-governing, self-supporting communities of English homes and commonwealths come into conflict with the scattered camp-fires and trading posts of French and Indian, hampered and

made dependent by French absolutism. The period takes on further significance as it is seen to be a part of the struggle for mastery of North America, between England and France, and at last of the world-wide struggle of the Seven Years' War. The significance of the struggle has been suggestively treated in Seeley's "Expansion of England"; and parts of the masterly narrative of Parkman can hardly fail to stimulate interest and an appreciation of good historical literature in even the pupil who usually cares little for history.

Having followed the separate development of the three groups of colonies to the close of the French and Indian War, it is necessary to pause before the Revolution and "make a cross section," so as to observe, not merely growth, but also condition at one point of time. The contrasts in social and economic conditions and methods of government show the results of the varying environment and historical conditions previously studied, the diversity so important in the later development of the nation, and make a stimulating field for the exercise of powers of comparison and judgment.

The sixth period shows the winning of independence and the development of union under pressure from without. The common institutions developed in all the colonies, and the fundamental differences between colonies and England in 1760, explain the inevitableness of revolution when George III tries to set the clock back, and with his subservient ministry to impose a vexatious control that violated the best things for which the best English blood on both sides of the ocean had stood. The Revolution is a contest between

two conceptions of government and life, each with its brighter and darker side, and the study of the struggle from a genuinely historical point of view leaves the pupil with a broader, sounder patriotism. The details of military campaigns are passed over rapidly to leave him time to appreciate the justification of the object of the Revolution, and the obligation of the future citizen of service to the country won by such skill and devotion.

But the Revolution had brought independence, not unity. As soon as the pressure from without is removed, the obstacles to union become apparent, while foreign nations eagerly await the speedy disruption of the country. The "Critical Period" from Yorktown to the inauguration of Washington shows the balance trembling between one nation and thirteen. It is a period when civil government and history go hand in hand, and the former takes an increased interest as its growth makes it seem a thing of life, and the Constitution not a mere document but the embodiment of the best the English-speaking race had stood for.

The carrying into execution of the ideas of the Constitution, the translation of words into acts, is the work of the Federalist party during its twelve years' supremacy (1789–1801). It is the period, also, of the establishment of a general foreign policy and of the organization of two great political parties. With the general lines of the country's future policy marked out, the Federalists go down to defeat in the "Revolution of 1800," and the advent of Jefferson marks a new period in American history. Enormous expansion, the gradual adoption by the Republicans of broad construc-

tion in spite of their theories, and the struggle for neutral rights mark this important period.

The end of the War of 1812 and the fall of Napoleon bring domestic questions into prominence, and the period from 1817 to 1829 is one of reorganization after the disturbed conditions of the previous ten years. Its key-note is the development of the West with its social and economic results, its thrusting into prominence of the slavery question, and its great political triumph in the election of Andrew Jackson.

From 1829 to 1844 National Democracy is in the saddle, and exhibits its power and abounding life as well as its incompetency and folly in questions of administration which demand training and insight. The country is already marked off into two sections, one half free, the other half slave; the early method of compromise has been carried on, but the South is being outstripped by the expansion of free labor, and is angered by the antislavery agitators of the North.

The next period, 1844-1859, marks the desperate attempt of the South to gain new territory for slavery, first by an unjustifiable war with Mexico, and then by breaking down the policy of compromise which had obtained for thirty years. It is a period of rapid development, that stirs the blood till one is prepared for the crisis when the strongest feelings of the two sections are at white heat. The growing opposition to the further extension of slavery has taken practical form in the Republican party, and the triumph of Lincoln over the broken ranks of the Democracy marks the climax of this dramatic period.

It is no longer a question of slavery in the territories, but of the Union; and the principles of free labor, diversified industries, development, and nationality triumph over slavery, narrow economic life, and sectionalism. The pupil will not remember military detail, but he can be led to understand the general strategy of the war, and will admire the heroic sacrifices of both sides in the field and in the home, since both are his fellow-countrymen.

All wars are disturbers of existing conditions; and this is particularly true of a civil war over a fundamental constitutional and economic question. The period since 1865 has been almost entirely concerned with the solution of the problems growing out of the civil war: The restoration of the Southern states to their proper place in the Union, the reëstablishment of a sound financial system, the adjustment of business to the conditions of peace, the future of the negro, and the economic reorganization of the South are some of the questions that have pressed for solution.

If the plain facts have told their own stirring story, the pupil has learned something of his national government and how it has come to be. Its future is in his own hands.

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Source Material.

CHANNING, E., and HART, A. B., American History Leaflets. Lovell, 33 numbers, 10 cents each.

FRANKLIN, BENJAMIN. Autobiography. (Riverside Literature Series.) Houghton & Mifflin, 40 cents.

HART, A. B., American History told by Contemporaries, 4 vols. Macmillan, $7.

Or, less expensive but not so adequate —

HART, A. B., A Source Book of American History. Macmillan, 60 cents.

Works on Special Periods.

BROWN, W. G., Andrew Jackson. (Riverside Biographical Series, school edition.) Houghton & Mifflin, 50 cents.

FISKE, JOHN, Beginnings of New England. Houghton & Mifflin, $2.

——, Critical Period of American History, 1783–1789. Houghton & Mifflin, $2.

——, War for Independence. Houghton & Mifflin, 75 cents.

LECKY, W. E. H., The American Revolution, edited by J. A. Woodburn. Appleton, $1.25.

LODGE, H. C., A Short History of the English Colonies in America. Harper, $3.

PARKMAN, FRANCIS, Struggle for a Continent. Selections from Parkman, edited by Pelham Edgar. Little, Brown, $1.50.

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BRYCE, JAMES, The American Commonwealth, abridged edition. Macmillan, $1.75.

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Or, FISKE, JOHN, Civil Government in the United States. Houghton & Mifflin, $1.

For the Teacher's Desk.

CHANNING, E., AND HART, A. B., Guide to the Study of American History. Ginn & Co., $2.

History of the State and Town in which the School is located.

SELECT LIST OF BOOKS REFERRED TO IN THIS OUTLINE AND ADAPTED FOR A TOWN OR LARGE SCHOOL LIBRARY.

(*For the best available critical estimates of these books, consult Larned, Literature of American History, a book invaluable for a good public library. For estimates of books issued since the publication of Larned, consult the book reviews in the American Historical Review. See below.*)

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AMERICAN HISTORICAL REVIEW. N.Y., Macmillan. Quarterly, $4 a year. $3 to members of the American Historical Association. (See p. 35 of this syllabus.)

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of books in selected lists are set forth in brief notes by critics of authority. Published for the American Library Association. Boston, Houghton & Mifflin, 1902, $6. Supplement for 1900–1901, edited by Philip P. Wells. Boston, American Library Association Publishing Board, $1. The supplements for 1902–1903 are combined with the annotated titles of books on English history and are issued in two forms, (1) card, $2, and (2) pamphlet, $1. Boston, American Library Association Publishing Board.

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Jesuits in North America.
La Salle and the Discovery of the Great West.
The Old Régime in Canada under Louis XIV.
Count Frontenac and New France under Louis XIV.
A Half Century of Conflict, 2 vols.
Montcalm and Wolfe, 2 vols.
The Conspiracy of Pontiac, 2 vols.

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GENERAL SURVEY OF THE FIELD

AMERICAN HISTORY, 1492–1904

Per cent of total No. Exercises.			Per cent of total No. Exercises.
7	I. Discovery and Exploration before 1607.	1. Land and resources.	2
		2. Discovery of America.	2
		3. Exploration and early settlement before Jamestown, 1492–1607.	3
5	II. Southern Colonies, 1607–1760.	4. Virginia, 1607–1760, a typical Southern colony.	3
		5. Maryland, a typical proprietary colony.	1
		6. Carolinas and Georgia, the Southern frontier colonies.	1
10	III. New England, 1620–1760.	7. Beginnings of colonization of New England.	2
		8. Early Massachusetts, a typical New England colony, 1629–1650.	2
		9. New England, 1636–1760, typical development of American Institutions.	6
5	IV. Middle Colonies, 1609–1760	10. Dutch and English in New York.	2
		11. Pennsylvania, "A Quaker Experiment in Government"; New Jersey and Delaware.	3

GENERAL SURVEY OF THE FIELD — *Continued*

AMERICAN HISTORY, 1492–1904

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6	V. Colonies in the Eighteenth Century, to 1760.	12. Political and economic development, 1700–1750.	1
		13. Struggle between France and England for North America, 1689–1763.	2
		14. The colonies in 1760; political, social, and economic conditions; comparisons	3
7	VI. Union and Independence, 1760–1783.	15. Causes of the Revolution, 1760–1774.	3
		16. The Revolution, 1775–1783.	4
7	VII. Critical Period, 1783–1789.	17. Confederation and Constitution.	7
6	VIII. Federalist Supremacy, 1789–1801.	18. Organization of the government.	2
		19. Foreign relations, 1793–1800.	2
		20. Fall of the Federalists.	2
5	IX. Jeffersonian Republicans, 1801–1817.	21. Domestic policy of the Republicans.	1
		22. Expansion.	1
		23. Struggle for neutral rights.	3
10	X. Reorganization, 1817–1829.	24. Economic reorganization.	2
		25. Westward migration and internal improvements.	2
		26. Slavery and the Missouri Compromise.	2
		27. Monroe Doctrine and Panama Congress.	1
		28. Political reorganization and triumph of Jackson.	3

GENERAL SURVEY OF THE FIELD — *Continued*

AMERICAN HISTORY, 1492–1904

Per cent of total No. Exercises.			Per cent of total No. Exercises.
6	XI. National Democracy, 1829–1844.	29. Nullification in South Carolina.	2
		30. Overthrow of the United States Bank; financial questions.	2
		31. Antislavery agitation, 1831–1838.	2
9	XII. Slavery in the Territories, 1844–1860.	32. Annexation of Texas, and the Mexican War.	2
		33. Struggle over slavery in the territories.	7
8	XIII. Secession and Civil War, 1860–1865.	34. Secession of the Southern States.	8
		35. The Civil War, 1861–1865.	
9	XIV. Problems of Peace, 1865–1904.	36. Reconstruction, the New South, and the race problem.	3
		37. Political problems: civil service, foreign relations, municipal government.	2
		38. Economic problems: currency, tariff, trusts, labor, transportation.	3
		39. Summary and Review of American History.	1

OUTLINE OF AMERICAN HISTORY

I. **Discovery and Explorations before 1607.**

1. The Land and its Resources.

a. Physical features.

b. Effect of this environment.

c. Availability of land of United States for building a nation.

References:

Brief Accounts: Fisher, Colonial Era, 1–4.

Thwaites, Colonies, 2–7.

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Bryce, American Commonwealth, abridged edition, Ch. 58. Brigham, Geographic Influences in American History.

Article by Shaler in Winsor, America, IV, i–xxx.

Whitney, article "The United States," in Encyclopædia Britannica, 9th edition; also Whitney, United States. Semple, Am. Hist. and its Geographic Conditions.

Maps.

In text-books, *e.g.:* Channing, Students' History. Johnston, High School History. McLaughlin, History of the American Nation. Fisher, Colonial Era. Thwaites, Colonies (also same map in Hart, Epoch Maps). Frye, Geography, relief maps, 32, 34, 35. U. S. Geological Survey map.

Map Work:

Indicate on outline map the most important physical features.

Remark:

At the beginning of this course the pupil is cautioned that he is not expected to read all the references given.

They are given to afford some choice, so that a pupil may use the reference or references that are most interesting and useful; also in order that on any special topic he may find as much as possible, if he desires to look it up, or has it especially assigned to him.

2. Discovery of America.

How and why it came then. Results and their importance.

a. Why the Norse discoveries were in no sense a true discovery of America. Fiske, Discovery of America, I, 253–260.

b. European conditions at close of 15th century leading to discovery. Fiske, Discovery of America, I, Ch. iii, especially pp. 272–294.

c. Columbus: his early career and how it trained him for discovery; ideas, attempts. Pick out facts from Irving, Columbus; or Fiske, Discovery of America. or Higginson.

d. The discovery. Hart, Contemporaries, I. Nos. 17 and 19, interesting extracts from Columbus's own accounts; Old South Leaflets, No. 29, from the life of Columbus by his son.

e. Columbus's character and place in history. Compare accounts in Fiske, Discovery, and Winsor, Columbus; or use Irving, Columbus.

f. Conclusion: the importance of the discovery; its effect on commerce, colonies, wars, diplomacy, industrial life. Interesting suggestions in Seeley, Expansion of England, Chs. v, vi.

Additional Topic:

The naming of America. Winsor, America. Fiske, Discovery of America. Bourne, Spain in America, Ch. vii.

References:

Brief Accounts: Fisher, Colonial Era, Ch. iii.
Higginson, Larger History, Ch. iii.

Longer Accounts: Fiske, Discovery of America (brilliant and interesting; read especially in Chs. iii and v of Vol. I).

Cheyney, European Background of Amer. Hist., i–v.
Higginson, Explorers. Thacher, Columbus.
Irving, Columbus. Markham, Columbus.
Bryant and Gay, Popular History, I, 92–100.
Winsor in his America, II, 1–23; and his Columbus (very critical). Bourne, Spain in America, Chs. i–iv, vii.
Stimulating picture in Lowell's poem, Columbus.

Sources: Interesting material in Hart, Contemporaries, I, Nos. 17 and 19.
American History Leaflets, No. 1.
Old South Leaflets, Nos. 29 and 33.

Special Map Work:

On an outline map, trace Columbus's first voyage, indicating dates when points were reached.

3. Explorations and Early Settlements, before Jamestown, 1492–1607.
   - *a.* Spanish: objects; regions; reasons for failure.
   - *b.* French: objects; regions; reasons for failure.
   - *c.* English: objects; regions; reasons for failure.

Additional Topics:

A. Character of Spanish rule. Read Fiske, Discovery of America, I, 554–567; or Thwaites, Colonies, 42–43, 47–48; or Doyle, English Colonies ("Virginia"), I, 76–82. Favorable, Lummis, Spanish Pioneers.

B. The contest between the Huguenot and Spanish colonies in Florida. Read the thrilling account in Chs. vii–x of Parkman's brilliant Pioneers of France. Who eventually reaped the real fruits of the rivalry?

C. Spanish motives and policy: Columbus's thirst for gold, Hart, Contemporaries, I, No. 19. Cortez's capture of Montezuma, do., No. 21. Pizarro's conquest of Peru (told by his brother), do., No. 22. Coronado's march, Hart, Source Book, No. 3 (or longer accounts in American History Leaflets, No. 13, or Old South Leaflets, No. 20). Roscher, 2–10.

D. The Elizabethan Seamen; their character and work. Interesting accounts in either Higginson, Larger

History, 84–107, or in his "Explorers," or in Fiske, Old Virginia, I, 15–33. The interesting story of Drake's voyage around the world, by one of his company, is in Hart, Contemporaries, I, No. 30; briefer, Hart, Source Book, No. 4.

E. The Spanish Armada, and Spain's loss of sea power. Fiske, Old Virginia, I, 33–40, or Green's Short History of England, 417–420, or any good account in an English History, *e.g.* Gardiner, II, 458–464, or Creighton, Age of Elizabeth, 181–186, or Larned, 322–328. Why is this event important in American history?

General References:

Brief Accounts: Thwaites, Colonies, Ch. ii.

Fisher, Colonial Era, Ch. iii.

Longer Accounts: Higginson, Larger History, Chs. ii–v.

Bryant and Gay, I, Chs. vii–x.

Bancroft, History, I, Chs. i–v. Tyler, England in America.

Doyle, English Colonies in America, I ("Virginia"), Chs. iv–v, 101–104. Bourne, Spain in America, Chs. ix–xv.

Fiske, Discovery of America (Spanish).

Parkman, Pioneers of France in the New World.

Fiske, Old Virginia and Her Neighbors, Ch. i (English), 1–55. Lummis, Spanish Pioneers.

Winsor, America, II, Chs. iv, v, vii; III, Chs. ii. iv; IV, Ch. ii. Roscher, Spanish Colonial System.

Sources: Hart, Contemporaries, I, Chs. iii–v; especially Nos. 19, 21, 22, 30, 31, 33, 36.

Hart, Source Book, Nos. 3, 4.

American History Leaflets, No. 13.

Old South Leaflets, Nos. 20, 33, 35.

Map Work:

a. (For all.) The regions discovered or explored by each nation to be pointed out on map.

b. (Special.) On outline map of world, represent voyages of Columbus, Cabots, Vasco da Gama, Magellan.

Verrazano, Drake, with dates, and in colors (*e.g.* Spanish, yellow; English, red; French, blue). Atlases: Gardner, Eng. Hist. Atlas, No. 25, Putzger, Droysen, etc. Frye, Geography, Plate X. Bryce, Comprehensive Atlas, No. 76. See also text-books

c. On outline map of United States, show in colors (as above) the explorations or settlements of Spanish (De Leon, Cortes, Pizarro, De Vaca, Coronado, De Soto, and at St. Augustine); French (Cartier, Huguenot colonies, Acadia); English (Raleigh colonies). Atlases as above.

d. Map of world showing Spanish possessions after seizure of Portugal (1580), Coman and Kendall, English History, 258.

II. Southern Colonies, 1607–1760.

4. Virginia, a Typical Southern Colony.

a. New motives and methods of colonization in 17th century; very brief in Thwaites, Colonies, 65–66, or Fisher, Colonial Era, 31–32. Fuller and more suggestive accounts in McLaughlin, American Nation, 33–36, or Doyle, English Colonies, I ("Virginia"), 101–104, 108–109. Osgood, American Colonies, I.

b. Reasons for early failures in Virginia, 1607–1619.

Sources: Hart, Contemporaries, I, No. 61 (character colonists). Smith's "Rude Answer," quoted in Fiske, Old Virginia, I, 125–128 (Smith's works, ed. Arber, 442–445). Smith's "True Relation," American History Leaflets, No. 27 (especially 4–60).

Brief Account: Fisher, Colonies, 32–42.

Longer Accounts: Eggleston, Beginners of a Nation, in Ch. i–iii (especially 27 and following, 59 and following, 74–84 — a charming book). Fiske's interesting Old Virginia and Her Neighbors, I, iii–v (especially 120–128, 142, 146, 149–160, 166, etc.). Doyle, Colonies, I, 109–156. Tyler, England in America, Ch. iv.

c. Reasons for greater success, 1619–1624, under leadership of Sandys and Southampton, and party opposed

to absolutism. Good account in Eggleston, Beginners of a Nation, Ch. ii (especially 53–59, 86–89). Fiske, Old Virginia, I, 184–190; II, 243–246. Doyle, English Colonies, I ("Virginia"), 156–162, 167. Winsor, America, III, 142–145. Gay, Bryant's Popular History, I, 305–307. Tyler, Ch. v. Osgood.

Sources: Hart, Contemporaries, Vol. I, No. 65 (Assembly, 1619). MacDonald, Charters, No. 6 (Ordinance of 1621); same in Preston, Documents, 32.

d. Labor question: early troubles; indented white servants and negro slaves. Eggleston, Beginners, in Chs. ii–iii. Fiske, Old Virginia, II, 176–203.

Sources: Hart, Contemporaries, in Nos. 70, 86, 87 (especially 239–240, 301, 303–304). Source Book, No. 35. (For most detailed information, consult Bruce, Economic History of Virginia in 17th Century, in Chs. iv and ix, or use index.)

e. Development of representative government and spirit of independence, after annulling of charter, 1624.

(1) Self-government during Puritan supremacy in England.

Sources: Hart, Contemporaries, No. 69 (articles agreed on). Read also Doyle, English Colonies, I ("Virginia"), 223.

(2) Bacon's Rebellion, causes, changes proposed, results. Fiske, Old Virginia, II, 95–107 (shows significance). Full account in Doyle, Colonies, I ("Virginia"), ix (especially 247–253).

Source: Hart, Contemporaries, I, No. 71 (hostile to Bacon).

(3) Quarrels between assemblies and governors; the subjects, the significance. Thwaites, Colonies, 75, 271–273. Lodge, Colonies, in Ch. i (*e.g.* 15, 19–20, 25–30, etc.).

f Pictures of Virginia:

(1) In 1624; Fiske, Old Virginia, I, Ch. vii, especially 223–231, 246–250.

(2) In 1649; Fiske, Old Virginia, II, 1–5; compare Hart, Source Book, No. 34.

(3) In 1671; Governor Berkeley's official report in Hart, Contemporaries, I, No. 70.

g. For all pupils. Government of Virginia, a typical royal colony. Fiske, Civil Government, 57–67, 145, 146, 155 (or equivalent). Fiske, Old Virginia, II, 36–44 (a reprint, with a few verbal changes, of his Civil Government, 60–67). Fuller details can be found in Fiske, Old Virginia, I, 185–188, 226–228, 243–250 (Assembly); 237–243 (relation to crown). Lodge, Colonies, 44–50, 58, 59.

Map Work:

a. Physical features.

b. Counties, with dates, illustrating westward movement. (Fiske, Virginia, II, frontispiece.)

Additional Topics:

A. John Smith as adventurer, governor, and historian. Read his "True Relation," American History Leaflets, No. 27. On his credibility, Winsor, America, III, 161, and note 4; or Charles Dean, Introduction to ed. "True Relation"; or Eggleston, Beginners, 61–63; unfavorable. Fiske, Old Virginia, I, 102–112; or in Atlantic Monthly, 1891; favorable.

B. Education, including William and Mary College. Governor Berkeley's ideas, Hart, Contemporaries, I, 241. Fiske, Old Virginia, I, 231–236; II, 116–130 (Rules, etc., 124–127).

C. Political and economic effects of cultivation of tobacco. Fiske, Old Virginia, I, 176, 231, 242, 243; II, 111, 174, 176, 210; or consult index to Doyle, Virginia (especially see 192, 193), or to Bruce, Economic History of Virginia in 17th Century.

D. "The Coming of the Cavaliers." Fiske, Old Virginia, II, x, especially 6–29.

E. "Westward Growth of Old Virginia," and settlement of the Shenandoah Valley. Fiske, Old Virginia, II, 383–400, and consult map opposite title page.

F. Virginia life in 18th Century. Lodge, Colonies, Ch. ii; or Fiske, Old Virginia, II, xiv.

5. MARYLAND.

a. (For all.) Government of Maryland, a typical proprietary colony. Fiske, Civil Government, 150, 151; or equivalent, *e.g.* Winsor, America, III, 520-522; or Fiske, Old Virginia, I, 269, 270; or Lodge, Colonies, 113, 114.

The following may be used for additional information or special reports as desired:

Sources: MacDonald, Charters, No. 13 (Baltimore's charter). Accounts of how the provisions of charter were carried out, in Fiske, Old Virginia, I, 281–285, or in Lodge, Colonies, 114–116.

b. Development of representative government in Maryland.

Brief Accounts: Fiske, Old Virginia, I, 283–285; alternate references, Thwaites, Colonies, 83, 84, or Fisher, Colonies, 67–68.

Longer Account: Doyle, "Virginia," 285, 286–291. (Compare with establishment of representation in Virginia.)

c. Religious toleration in Maryland.

(1) Provision of charter and desire of Lord Baltimore. Read Fisher, Colonies, 64–65; or Fiske, Old Virginia, I, 270–272 (or more full and interesting account in Eggleston, Beginners, 234–241), and 247–248 in Hart, Contemporaries, Vol. I.

(2) The Toleration Act of 1649. Read the act in Hart, Contemporaries, I, No. 84, and notice in what ways it did not give complete toleration. (See comments in Doyle, "Virginia," 305; or Eggleston, Beginners, 256–257). Fiske, Old Virginia, I, 309-311, quotes pertinent sections and comments of them.

(3) What is said about religion and religious freedom in the Constitution of the United States, and in the constitution of your own state? Compare

with the provisions of the "Toleration Act" of 1649. (Constitution of the United States is in many text-books on History or Civil Government; in American History Leaflets, No. 8; Old South Leaflets, No. 1; MacDonald Documents, No. 5, etc.)

d. "Some characteristics of Maryland."

Very brief in Fisher, Colonial Era, 74–75; better in Fiske, Old Virginia, II, 267–269. Comparison with Virginia, Lodge, Colonies, Ch. iv, especially 112, 115, 117, 125, 131.

Source: Hart, Contemporaries, I, No. 76, "A Character of the Province of Maryland, 1666," entertaining, though overdrawn.

5. Carolinas and Georgia, the Southern Frontier Colonies.

a. Independent spirit in the Carolinas. Fiske, Old Virginia, II, 283, 286–287, 292, 294, 297, 307–308; or the less complete account in Fisher, Colonial Era, 79, 81, 294, 295, 298–299; or Lodge, Colonies, Chs. v, vii.

b. The frontier life of North Carolina. Fiske, Old Virginia, etc., II, 270–271, 309–322, 332–333; or in Lodge, Colonies, Ch. vi. How did North Carolina differ from Virginia in its life and the character of its settlers?

c. Life in South Carolina. Fiske, Old Virginia, II, 308–309, 322–333; or in Lodge, Colonies, Ch. viii. How did South Carolina differ from Virginia in its life and the character of its settlers? how from North Carolina in these respects?

d. Georgia: its twofold object; its services; its characteristics. Fiske, Old Virginia, II, 333–336; or Lodge, Colonies, in Chs. ix and x, especially pp. 189, 191–194, 203–204.

Additional Topic:

A. Puritans in the Southern Colonies. Fiske, Old Virginia, etc., II, 336–337; in Virginia, I, 301–302; II,

17; in Maryland, I, 311–318; II, 150; in South Carolina, II, 322–323.

General References:

Brief Accounts: Thwaites, Colonies, 89–95; or Fisher, Colonial Era, Chs. vi, xix, xx.

Longer Accounts: Fiske, Old Virginia and her Neighbors, Ch. xv. Lodge, Colonies, Chs. v, vi, vii, viii, ix. Bryant and Gay, II, xii, xv; III, iv, vi.

III. New England (1620–1760).

7. Beginnings of Colonization of New England. Character and Aims of Puritans, Pilgrims, and Plymouth Colony.

a. Origin and aims of English Puritans (before 1608), special ideas of the Separatists. Treatment of the Puritans by Elizabeth and James I. How the Separatists around Scrooby became Pilgrims. Why the Pilgrims left Holland (selections from Bradford's History in American History Leaflets, No. 29, or Hart, Contemporaries, I, No. 97). Mayflower Compact. Landing and settling at Plymouth. Early government and life.

References:

Brief Accounts: Fisher, Colonial Era, 85–99 (clear and useful). Thwaites, Colonies, 113–124.

Longer Accounts: Fiske, Beginnings of New England, Ch. ii, gives an interesting discussion of the rise of Puritanism and the significance of the Pilgrim settlement. Eggleston, Beginners of a Nation, 98, and following. Doyle, Puritan Colonies, I, ii (especially 13–15 and 27 74) gives a very careful account. William Bradford, for twenty-nine years a governor of the colony, gives a charming picture of Pilgrim character and acts in his History of "Plimouth Plantation." Interesting extracts are given in Hart, Contemporaries, I, Nos. 49 and 97–100, and also in American History Leaflets, No. 29. An edition of Bradford's History, with facsimiles of several pages of his manuscript, a picture of the book,

and the story of the return of the manuscript from England to Massachusetts in 1897, was published, and is sold by the State of Massachusetts at $1.00.

[NOTE. — Alternate references (or additional information if desired): Winsor, America, III, Ch. viii (illustrated); Bryant and Gay, I, Chs. xiv, xv; Bancroft, I, 182–214; Bancroft, Part I, Ch. xii. Still further references to special works and "Sources" in Channing and Hart, Guide, sections 111–112. See also below, *General References*, end of section 9.]

8. EARLY MASSACHUSETTS.

A typical New England colony, 1624–1650. Objects (religious, political, economic). Character of government and life.

a. Causes and character of the Puritan exodus to Massachusetts in 1630. Fisher, Colonial Era, 100–102, 108–110. Fiske, Beginnings of New England, 97–101, 140–148. Eggleston, Beginners of a Nation, 191–205. Winthrop's "Conclusions for the Plantation in New England" (Old South Leaflets, No. 50). (Read at least one.)

b. Founding of Massachusetts: charter, how obtained, provisions; Cambridge agreement, transfer; settlement of Boston and adjoining towns. Charter in Old South Leaflets, No. 7, or MacDonald's Charters, No. 8. Excellent account in either Fiske, New England, 93–97, 101–104; or Fisher, Colonial Era, 102–103, 108–112; or Eggleston, Beginners of a Nation, 205–212.

c. Rise of representative government in Massachusetts, 1631–1650. Read Hart, Contemporaries, I, No. 107 (extract from Winthrop). See also Fiske, New England, 105–108. Longer in Doyle, Puritan Colonies, I, 103–111, 253–256.

d. The threefold danger, 1634–1636. Fiske, New England, 111–123 (interesting and suggestive).

e. Local government in Massachusetts, its origin and form, town-meeting, and selectmen. Fiske, Civil

Government, Ch. ii. Doyle, Puritan Colonies, II, 7-17, 25. Channing, Town and County Government, in Johns Hopkins University Studies, II, No. 10. Mass. Hist. Soc. Proceedings, Second Series, VII ("Genesis of Mass. Towns"). Records of Boston Town Meeting, 1729, Hart, Source Book, No. 52. Of Providence, 1720–1721, Hart, Contemporaries, II, No. 78. (Get and use, if possible, early records of your own town.)

f. Education, morals, and religion in Massachusetts in 17th century. (May be subdivided into three topics.) Doyle, Puritan Colonies, II, 66–97. Thwaites, Colonies, in Ch. viii. A quaint picture of the founding and early regulations of Harvard College is in Hart, Contemporaries, I, No. 137. Church services, in Hart, Source Book, No. 29.

9. New England, 1636–1760.

Typical development of American institutions.

Expansion (by Expulsion and Emigration). Written Constitutions.

a. Founding of Providence and Rhode Island, 1636–1640. Fiske, New England, 114–120 (or Fisher, 114–116, 123–124). Longer, Doyle, Puritan Colonies, I, 113–140, 179–190. Roger Williams's account in Hart, Contemporaries, I, 115.

b. Founding of Connecticut. Fiske, New England, 122–128. Fisher, Colonial Era, 126–131. Thwaites, Colonies, 140–144. Eggleston, Beginners of a Nation, 315–326. Describe the provisions of the first popular written constitution, "The Fundamental Orders of Connecticut," 1638–1639, from the text in Hart, Contemporaries, I, No. 120, or in MacDonald, Charters, No. 14, or Old South Leaflets, No. 8.

c. Founding of New Haven: aims of founders, difference between their government and that of Connecticut, the blue laws. Fiske, New England, 134–137; or

Fisher, Colonial Era, 129–130; or Thwaites, Colonies, 144–146. Longer: Doyle, Puritan Colonies, I, 190–200. "True Blue Laws" of 1675 in Hart, Contemporaries, I, No. 144. The Fundamental Articles of New Haven may be found in MacDonald, Charters, No. 16.

d. The Northern settlements, later, New Hampshire and Maine: reasons for settlements; character; relations to Massachusetts. Thwaites, Colonies, 150–153, 173–174. Longer: Doyle, Puritan Colonies, I, 201–219. Hart, Contemporaries, I, Nos. 124, 125, are interesting but somewhat prejudiced accounts of English commissioners and travellers. Extract from Winthrop, in Hart, Source Book, No. 21.

Federation.

e. The New England Confederation, 1643: articles, administration, services. Read and describe the Articles in American History Leaflets, No. 7, or MacDonald, Charters, No. 19; also the "Proceedings of the First American Federation," in Hart, Contemporaries, I, No. 129. A brief suggestive treatment in Fiske, New England, 155–162: or read Thwaites, Colonies, 154–164. Longer: Bancroft, I, 289–310. Frothingham, Rise of Republic, Ch. ii. Doyle, Puritan Colonies, I, 220–319.

Relation with Subject Races, and with Quakers and Witches.

f. New England treatment of the Indian in 17th century: land, trade, missionary work, Pequot war. Fiske, New England, 199–210 (very briefly in Thwaites, Colonies, 136–137, 170–172). Bancroft, I, 382–386.

g. The effect of the Indian as neighbor and enemy on the colonist. Fiske, New England, 226–229, 236–241 (Philip's war). An excellent brief but comprehen-

sive account in Doyle, "Virginia," iii, 10–17. Higginson, Larger History, 169–178. (Note power and limitation of Indian as fighting man.)

k. Treatment of Quakers by Massachusetts. Fiske, New England, 179–191. Bancroft, I, 312–315. Longer: Doyle, Puritan Colonies, II, 98–114. Hallowell, Quaker Invasion of Massachusetts.

i. Witchcraft delusion. Thwaites, Colonies, 190–192; or Fisher, Colonial Era, 220–222. Doyle, Puritan Colonies, II, 298–311. Fiske, New France and New England, Ch. v.

Self-Government and Independent Spirit.

j. Overthrow of the Massachusetts charter. Fiske, New England, 253–267. Longer: Doyle, Puritan Colonies, I, 190–225.

k. The tyranny of Andros and the Revolution of 1689. Fiske, New England, 267–278. Longer: Doyle, Puritan Colonies, II, 230–272.

l. Independent attitude of Massachusetts toward English government, 1630–1760. Find examples in the textbook and in books referred to above (or other standard works, see below), *e.g.* in Winthrop's attitude; in actions in 1634, 1636, 1643, 1661, 1664, 1689.

m. Provincial New England, 1692–1760: contests with royal governors; paper money; commerce; Harvard and Yale; the "Great Awakening;" literature. Fisher, Colonial Era, Chs. xiii, xxi; or Winsor, in America, V, Ch. ii (very valuable); or in other standard histories (see below); or pick out significant facts in Lodge, Colonies, 360–368, 392–395, 400–405, 471. ("Great Awakening," Hart, Source Book, No. 42; Fiske, New France and New England, Ch. vi.)

Self-Government — Democratic Spirit — Public Schools.

n. Colonial governments of New England. (For all.) Fiske, Civil Government, 146–149, 154–156. Lodge, Colonies, 412–418. (Local government, see 8, e.)

o. Social and economic conditions in New England in 1760 (including education). Lodge, Colonies, Ch. xxii.

Additional Topics:

A. John Winthrop: his character and his statesmanship. Twichell, John Winthrop; or the standard life by Robert C. Winthrop. Read parts of Winthrop's History of New England; or read extracts in Hart, Contemporaries, I, No. 107; Old South Leaflets, Nos. 50, 66; Hart, Source Book, Nos. 21, 28.

B. The Body of Liberties, 1641, the first New England code of laws, compared with Magna Carta. American History Leaflets, No. 25, including comparison with Magna Carta by Winthrop and others. Also printed text with facsimile of manuscript, in Whitmore, Colonial Laws of Massachusetts Bay, 1660; published 1889. (Also in his "Bibliographical Sketch," etc., 1890.)

C. Why was Roger Williams banished from Massachusetts? Eggleston, Beginners of a Nation, 266–306 Doyle, Puritan Colonies, II, 113–126. H. M. Dexter, As to Roger Williams. Diman, in Narragansett Club Publications, II. See account in Winthrop's History of New England. Mass. Hist. Soc. Proc., 1873.

Map Work:

New England in 17th century: Indicate rivers, chief towns mentioned in reading, boundaries of colonies, location of chief Indian tribes. (To be marked 1650 or 1700, according to map followed.) 1650 in McLaughlin, History of American Nation, 93, and in Doyle, Puritan Colonies, I. In Seventeenth Century, Fiske, facing title page. In 1700, Thwaites, Colonies, Map 3 (same in Hart, Epoch Maps), showing clearly the boundaries after charter of 1691. Doyle, Puritan Colonies, II, facing title page.

General References (For New England Colonies):

Brief Accounts: Fisher, Colonial Era, Chs. vii, viii, xiii Thwaites, Colonies, Chs. vi–viii.

Longer Accounts: (Special works on New England, or portions of colonial history). Fiske, Beginnings of New England. Eggleston, Beginners of a Nation. Doyle (English Colonies in America), Puritan Colonies. Lowell, "New England Two Centuries Ago" (in his "Among My Books"). Weeden, Economic and Social History of New England. Palfrey, History of New England. Lodge, Short History of English Colonies in America. Winsor, Memorial History of Boston. Cheyney, European Background of American History, Chs. viii, xii–xvi. Tyler, England in America, Chs. ix–xix. Andrews, Colonial Self-Government, Chs. iii, xvi–xix. Fiske, New France and New England.

General Works: Bancroft, History, Pt. I, Chs. xiii–xv; Pt. II, Chs. ii–vi, xvii–xviii; Pt. III, Ch. iii. Bryant and Gay, I, xx–xxi; II, i–v, viii; III, v, viii. Frothingham, Rise of the Republic, Chs. ii–iii. Hildreth, History of the United States. Winsor, America, III, vii–ix; V, ii. Osgood, American Colonies in the 17th Century, I.

Sources: Hart, Source Book, Nos. 17, 19, 21, 28–31, 42, 52. Hart, Contemporaries, I, xiv, xvi, xxi; II, iii, etc. American History Leaflets, Nos. 7, 25. Old South Leaflets. Winthrop, History of New England. Young, Chronicles of Massachusetts. For topics relating to the colonial history of their own state, pupils may be interested in reading more fully in the state histories, viz.: Massachusetts, by Governor Hutchinson, 3 vols., to 1774; or Barry, 3 vols., to 1820. Rhode Island, Arnold, 2 vols.; or Green, Short History. Connecticut, Johnston (Commonwealth Series). New Hampshire, Belknap, 3 vols. Maine, Williamson. For special investigation of state or local history, there is very valuable material in the State Historical Societies' Collections, and in town histories and town records. Additional references under special topics may be found in Channing and Hart, Guide, Sections 109–130, and in Larned, Literature of American History, pp. 76–92.

IV. Middle Colonies, 1609–1760.

10. Dutch and English in New York.

a. The Dutch.

(1) Their character and achievements to 1609.

Brief Accounts: in European or General Histories, *e.g.*: Fisher, Outlines, 414-416; Adams, European History, 334–338; Robinson, Introduction to History of Western Europe, 446–451. Bancroft, I, 475–481. Fiske, Dutch and Quaker Colonies, I, Ch. ii. Very fully and with dramatic power in Motley, Rise of Dutch Republic; and History of United Netherlands. Blok's History of the People of the Netherlands is a work of careful modern scholarship by an eminent Dutch historian. (See *Outline of European History*, pp. 176–177.)

(2) Dutch discovery and settlement, 1609–1626.

(3) Dutch rule in New Netherland: its object, methods, faults; relations with English, Indians, Swedes; the patroon system; comparison of local government with that in Virginia and New England; survivals of the Dutch occupation.

(4) The influence of the Dutch on American history: indirect (on Europe and England); direct in America, its limited nature; comparison with influence of England. Fiske, Dutch and Quaker Colonies, I, Ch. ii, especially 30–34.

b Conquest of New York by the English: object and importance.

c. The English in New York.

(1) Government and politics: local government under Governor Nicoll; representative government under Governor Dongan; Leisler's rebellion (political controversy); Zenger trial (freedom of the press). Fiske, II, 248–257. Hart, Contemporaries, II, No. 72.

(2) Social and economic conditions in New York in the 18th century. Thwaites, Ch. x (for 1700). Fisher, Colonial Era, 252–254. Lodge, Colonies, Ch. xvii. Fiske, II, Ch. xv.

Source: Hart, Contemporaries, II, No. 32.

Additional Topics:

A. "Of the Reasons and Causes why and how New Netherland is so decayed," 1650. Hart, Contemporaries, I, No. 154.

B. Peter Stuyvesant.

C. Old Dutch customs in New Netherland.

D. The struggles of the Dutch and the English for a representative assembly.

E. Reasons for greater success of England than of Holland as a colonizing nation.

F. The Iroquois Confederacy. See index to Parkman.

G. New York in the Intercolonial Wars. See references in section 13.

General References:

Brief Accounts: Fisher, Colonial Era, Chs. ix and xiv. Thwaites, Colonies, 196–207 and Ch. x.

Longer Accounts: Bryant and Gay, I, 339–369, 429–475. Lodge, Colonies, Chs. xvi–xvii. Winsor, America, IV, Ch. viii; III, Ch. x; V, Ch. iii. Fiske, Dutch and Quaker Colonies in America, Chs. i–xi, xiii–xv, xvii. Andrews, Colonial Self-Government, Chs. v–vi. Parkman, on relations with Indians and Canada; consult index, *e.g.* in Pioneers of France, Count Frontenac, Jesuits in North America, Old Régime, Half Century of Conflict, Montcalm and Wolfe. Palmer, History of Lake Champlain. See also histories of New York state by Brodhead, Lossing, O'Callaghan, Roberts, Schuyler; of New York city, by Lamb, Booth, Stone. For further references, see Channing and Hart, Guide, sections 104–105; and Larned, Literature of American History, pp. 92–100, and index.

Sources: Hart, Contemporaries, I, Chs. xxii–xxiii; II, Nos. 32, 72. Hart, Source Book, Nos. 16, 22, 32, 45, 50.

For the valuable material in the collections of documents published by the state of New York, see Channing and Hart, Guide, 112–113, or Larned, Literature, 96.

II. Pennsylvania, "A Quaker Experiment in Government." New Jersey and Delaware.

a. Colonial New Jersey: occupation by the English; the Quaker purchase; Penn's purchase; East and West Jersey, 1674; New Jersey as a crown colony, 1702; character of the people.

b. The principles of the "Friends," or Quakers: political, moral, religious. Best brief reference is Sharpless, A Quaker Experiment in Government, Chs. i–ii. Bancroft, I, 528–546. Article "Quakers" in Encyclopædia Britannica.

c. Life and character of William Penn. Bancroft, I, 556–563. Fiske, Dutch and Quaker Colonies, II, 114–139. Lives of Penn, by Janney or Dixon. Article "William Penn," in Dictionary of National Biography.

d. The founding of Pennsylvania.

e. The Quaker Constitution.

Sources: The Frame of Government, 1682, in MacDonald, Select Charters, No. 40; Charters and Laws of Pennsylvania (edition of 1879), 93–99; Poore, Charters and Constitutions, II, 1518. Charter of Privileges of 1701, MacDonald, Charters, No. 46.

Brief Accounts: Bancroft, I, 561–571. Fisher, Colonial Era, 201–203. Sharpless, Ch. iv. Fiske, Dutch and Quaker Colonies, II, 151–155, 307–311.

f. The Quaker government, 1682–1756.

(1) Religious and civil liberty.

(2) Relations with the Indians. Discriminating account in Sharpless, Quaker Experiment, Ch. vi.

(3) Quaker attitude toward war. Sharpless, Quaker Experiment, Ch. vii.

(4) Extent to which Quakers controlled the government. Sharpless, Quaker Experiment, in Chs. iv–viii, *e.g.*, 67–77, 134, 172–177, 274–276.

(5) Slavery.

g. Social and economic conditions in Pennsylvania, 1760

(or 1765). Fisher, Colonial Era, 268–271. Fiske, II, 319–329. Lodge, Colonies, Ch. xiii.

h. Relations with Delaware, "The Territories."

Additional Topics:

A. Quaker organizations and discipline. Sharpless, Ch. iii. Compare with modern Rules of Discipline and Advice (Philadelphia, 1894).

B. The virtues and limitations of Quakers and Puritans.

C. A comparison between the Quaker policy toward the Indians in Pennsylvania, 1682–1756, and the Puritan policy in New England in 1630–1676. Compare Sharpless, in Ch. vi, with Fiske, II, 164–166, and Parkman, Conspiracy of Pontiac, in Ch. iii.

D. The Quakers' attitude toward slavery. John Woolman's Journal; selections in Hart, Contemporaries, II, No. 106.

E. The measure of success of the Quaker Experiment.

F. Delaware; settlement, relations with Dutch and with Pennsylvania.

General References:

(1) Pennsylvania.

Brief Accounts: Thwaites, Colonies, 215–217, and in Ch. x. Fisher, Colonial Era, Chs. xi, xvi. Lodge, Colonies, Ch. xii.

Longer Accounts: Bancroft, I, 528–573; II, 24–31. Bryant and Gay, Popular History, II, 165–178, 481–498. Winsor, America, III, Ch. xii; V, Ch. iii. Fiske, Dutch and Quaker Colonies, II, Chs. xii, xvi, xvii. Sharpless, History of Quaker Government in Pennsylvania, 2 vols. Vol. I, published originally as A Quaker Experiment in Government, makes use of Quaker sources and brings out clearly the essentials of the Quaker principles and practice, and the extent of their responsibility. It is a book of unusual interest and discrimination. Lives of Penn by Janney and Dixon. Proud, History of Pennsylvania. Watson, Annals of Philadelphia.

Source: For an interesting non-Quaker view, read Ben-

jamin Franklin's Autobiography, *e.g.*, 141–147 (Quakers and war). See also Chs. ix–x for examples of practical good citizenship. (Riverside Literature Series edition.)

(2) Delaware.

Brief Accounts: Thwaites, Colonies, 207–210. Lodge, Colonies, Ch. xi (also in xii–xiii).

Longer Accounts: Winsor, America, IV, Ch. ix. Histories of Delaware by Vincent and by Scharf.

(3) New Jersey.

Brief Accounts: Thwaites, 210–214. Fisher, Colonial Era, Chs. x, xv. Lodge, Colonies, Ch. xiv.

Longer Accounts: Winsor, America, III, Ch. xi; V, Ch. iii. Andrews, Colonial Self-Government, Chs. vii–viii. Histories of New Jersey by Smith (to 1721), Gordon, Baum, Mulford. Further references for Pennsylvania, Delaware, and New Jersey, in Channing and Hart, Guide, §§ 106–108; and in Larned, Literature of American History, pp. 92–100 and index.

V. The Colonies in the Eighteenth Century, to 1760.

12. Political, Social, and Economic Development of the Colonies, 1700–1750.

a. Political development.

(1) Progress in self-government: taxation; elections; free speech.

(2) Defence of charters. Hart, Contemporaries, II, No. 48.

(3) Boundary disputes: with France; with Spain; between individual colonies.

(4) Attempts at union: especially in 1690, and Albany Plan, 1754; what is shown by their failure? Franklin's Plan, 1754, is in Old South Leaflets, No. 9; American History Leaflets, No. 14; MacDonald, Charters, No. 52. Franklin describes his plan in his Autobiography, Ch. x.

b. Economic conditions and development. Thwaites. Weeden, Economic and Social History of New England, for that region.

c. Social development: population — immigration, expansion, increase; religion (especially "Great Awakening"); education; literature; newspapers.

d. General character of the period.

Good Short Accounts: McLaughlin, History of the American Nation, Ch. v. Thwaites, Colonies, Ch xiv. Cambridge Modern History, Vol. VII (United States), Ch. ii.

Material can be picked out of the longer accounts in:— Fisher, Colonial Era, Part II, especially 225–236 (N.E.), 246–259 (N.Y. and N.J.), 263–271 (Penn. and Del.), 272–276 (Md.), 277–284 (Va.), 296–302 (Car.), and Ch. xxi (Literature). Lodge, Colonies, in Chapters on the history of each colony, *e.g.*, Chs. i, xii, xvi, xviii–xxi. Weeden, Economic and Social History of New England. Bryant and Gay, III, Chs. iii–v, vii, ix. Bancroft, II, 238–267. Fiske, Old Virginia, Chs. xiv–xvii; Dutch and Quaker Colonies, Chs. xv–xvii. Winsor, America, V, Chs. ii–vi. For "Great Awakening," see Fiske, New France and New England, Ch. vi (especially 220–232); also in Franklin's Autobiography in Ch. vii, on Whitefield.

Sources: Much illustrative matter in Hart, Contemporaries, II, Pts. iii–iv, *e.g.*, Nos. 72 (Zenger Case), 48 (charters), 81 (Franklin), 38 (Mason and Dixon's Line), 59, 66 (salaries and vetoes). Pupils should read especially material on their own state (*e.g.*, in state histories; or even, if time allows, on some special topic like the growth of population or manufacturing in their town or county history). Benjamin Franklin's Autobiography is one of the most interesting and instructive sources in American history. It gives much material which illustrates clearly the characteristics of this period and shows how a typical American colonist thought and lived. Read *e.g.*, Chs. v (scheme of daily life), vi (practical ideas), vi, viii, ix, x (public spirit, public improvements), vii (Whitefield, "Great Awakening"), x (Albany Union), i, vi

(self-education); i, iv, v, vi, printing and newspapers. (The Chs. refer to Riverside Literature Series ed.)

Additional Topics:

A. An outline of the political and economic development in the pupil's own state, 1700–1750. Use, if available, the topics and sub-topics above, so as to indicate what progress was made in these lines in the state.

B. Same for pupil's own town.

13. Struggle between France and England for North America, 1689–1763.

a. French explorations and settlements in the St. Lawrence and Mississippi valleys, 1604–1718: Port Royal in Acadia, 1604; Champlain at Quebec, 1608; La Salle and the Mississippi, 1682; settlement of Louisiana, 1699; New Orleans, 1718.

b. Contrast between French and English methods of colonization in North America: political, religious, social, economic. Parkman, Old Régime in Canada, Ch. xxiv.

c. The "Second Hundred Years' War between England and France," 1689–1815[1]: its world-wide importance; the chief events in America to 1748. Seeley, Expansion of England, Ch. ii. See also references in *Outline of European History*, pp. 180; 183–185; 190–197; *Outline of English History*, pp. 257–258.

d. Strength and weakness of the French and of the English in 1754.

[1] The following table gives the names and dates for Europe and America:—

	In Europe		In America
(1)	War of League of Augsburg	1689–1697	King William's War.
(2)	War of Spanish Succession	1702–1713	Queen Anne's War.
(3)	War of Austrian Succession	1740–1748	King George's War, 1744–1748.
(4)	Seven Years' War	1756–1763	French and Indian War, 1754–1763.
(5)	American War	1775–1783	The American Revolution.
(6)	War against the French Revolution and Napoleon	1793–1802	
(7)	War against Napoleon	1803–1815	War of 1812 with Great Britain.

(1) In Europe: military resources; attitude of each of the mother countries toward its colonies.

(2) In America: geographical conditions; population; military resources; political, social, economic conditions. Parkman, Montcalm and Wolfe, Ch. i. Hart, Formation of the Union, Ch. ii.

e. Expulsion of the French, 1754–1763, the "French and Indian War."

(1) Theatre of war; lines of invasion.

(2) Causes and beginnings.

(3) Early failures of the English, 1754–1757.

(4) New plans and leaders, and conquest of Canada, 1757–1760: Pitt; Wolfe; Quebec. Parkman, Montcalm and Wolfe, II, Chs. xviii, xxiv, xxvii; Conspiracy of Pontiac, Ch. iv; Struggle for a Continent (see below).

(5) Terms of peace; geographical and political results of war to England, France, America, India.

Map Work:

a. (For all.) Possessions of France, England, and Spain in North America in 1756; English and Spanish possessions in North America in 1763.

b. Theatre of war; showing river valleys, lines of invasions, forts, battles. Maps for *a* and *b* in McLaughlin, American Nation; for *a*, in Thwaites, Colonies, and Hart, Formation of the Union; Sloane, French War and Revolution, for "Colonies, 1756," and "Theatre of War."

Additional Topics:

A. Were the English justified in:

(1) The attempt to expel the Acadians?

(2) The method used? Parkman, Montcalm and Wolfe, I, Ch. vii. Compare Winsor, America, V, 415–417, with 452–463. Hart, Contemporaries, II, No. 126.

B. Character and work of the older Pitt. Parkman, Montcalm and Wolfe, Ch. xviii, and following. Long-

man, Frederick the Great and the Seven Years' War (Epochs of Modern History).

C. Battle of the Plains of Abraham and Capture of Quebec. Parkman, Montcalm and Wolfe, Chs. xxiv–xxv, xxvii–xxviii, especially Ch. xxvii.

D. The character and work of the Jesuits in North America in the 17th century. Parkman, Jesuits.

Review or Examination Topic:

"The means, the character, and the spirit of the two combatants [in the French and Indian War], and why one succeeded where the other was defeated."

References:

Brief Accounts: Thwaites, Colonies, Ch. xii; together with Hart, Formation of the Union, Ch. ii. McLaughlin, History of the American Nation, Ch. vi. Parkman, Conspiracy of Pontiac, Ch. iv (see also Chs. ii–iii).

Longer Accounts: The whole subject is most adequately treated in the masterly and fascinating narrative of Parkman, France and England in North America, in seven parts, viz.: Pioneers of France in the New World; Jesuits in North America in the Seventeenth Century; LaSalle and the Discovery of the Great West; Old Régime in Canada; Count Frontenac and New France under Louis XIV; Half Century of Conflict (2 vols.); Montcalm and Wolfe (2 vols.). See also his Conspiracy of Pontiac, Chs. ii-iv. Especially interesting and valuable are: Pioneers of France, Chs. vii–ix; Old Régime, Chs. xv, xxiv; Half Century of Conflict, Ch. iv; Montcalm and Wolfe, Chs. i, viii, xxvii. Good selections in an abridged edition of Parkman (1 vol.), by Edgar, entitled The Struggle for a Continent; see especially 256–264, 301–308, 333–459. Fiske, New France and New England, Chs. vii–x. Sloane, French War and the Revolution, Chs. iii–ix. Bancroft, II, 137–237, 343–346, 362–366, 377–388, 416–512, 520–527, 562–565. Winsor, America, V, Chs. vii–viii. See also Longman, Frederick the Great and the Seven Years' War, Ch. xii, and 223–232.

Sources: Hart, Contemporaries, II, Nos. 111, 112, 122 (independence), 126 (Acadians), 127 (Braddock's defeat), 129 (Fall of Quebec). Hart, Source Book, No. 37 (Deerfield), 39 (Washington's account of Braddock's defeat), 40 (Quebec).

14. Condition of the Colonies in 1760 (or 1765), Political, Social, and Economic; Comparisons between the three Sections.

"Between them [the New England colonies] and Virginia was the contest for supremacy, while the great Middle colonies held the balance; and the history of that conflict of ideas is the history of the United States" (Lodge, Colonies, 475). This suggestive sentence may stimulate discriminating discussion.

a. Economic Conditions.

(1) In the Southern colonies (Virginia, the typical colony): occupations; means of communication. Lodge, Colonies, Ch. ii. Fiske, Old Virginia, II, Ch. xiv. Eggleston, in Century Magazine, 1883–1885 (illustrated); see especially Vol. 27, "Husbandry."[1]

(2) Contrast between economic conditions in the South and in New England. Compare accounts in the preceding sub-topic with Lodge, Colonies, in Ch. xxii. See also Fiske, Old Virginia, II, 29–35. Details may be found in Weeden, Economic and Social History of New England, 2 vols.; and in Bruce, Economic History of Virginia in the Eighteenth Century, 2 vols.

(3) Comparison between economic conditions in New England and the Middle colonies. (Pennsylvania or New York as typical colony.) See references in preceding sub-topic (2); and those in topic *c* (2) on p. 309; or topic *g* on p. 312.

b. Social conditions.

(1) In Southern colonies: classes; slavery; plantation life; religion, churches, and church services; education; amusements. (Virginia, typical colony.)

[1] *For shorter references than these given under each topic, see the* **Brief Accounts** *under the General References at end of this section, page* 320.

Lodge. Fiske. Eggleston, in Century Magazine, Vol. 28, social conditions (including slavery); Vol. 30 (travel, amusements, etc.); Vol. 29 ("Colonists at Home").

(2) Contrast between social conditions in Southern and New England colonies. Lodge, Chs. ii and xxii. See also preceding references, and *General References* at end.

(3) Comparison between social conditions in Southern and Middle colonies. (Pennsylvania or New York as typical colony.) Compare accounts in subtopic (1) with those in references in topic *c* (2), p. 309; or topic *g*, p. 312.

(4) Comparison between social conditions in New England and Middle colonies. (Pennsylvania or New York.) Hart, Formation. Channing, U. S. A., 1765–1865. Lodge, Colonies, Chs. xiii, xvi, xxii. Fiske, Dutch and Quaker Colonies, Ch. xv. Century Magazine, Vols. 28–30 (see above in topic *b* (1)).

Political conditions.

(1) Contrast between forms of local government in New England and Virginia: causes and results. Brief account in Fiske, Civil Government, 57–67; or his Old Virginia, II, 34–44. Compare Lodge, Colonies, in Chs. ii and xxii. Briefly in Hart, Formation, in Ch. i. Or recall work in topic *e*, p. 303.

(2) The system of local government in New York and Pennsylvania: comparison with New England and Virginia. Thwaites. Hart. Lodge. Fiske, Civil Government.

(3) The three forms of colonial government. Hart, Formation, 13–15. Fiske, Civil Government, 140–159. Channing, U. S. A., 26–27, 33–36. Fuller details in Lodge, Colonies, in Chs. ii, iv, xxii. (See topic *g*, p. 299; topic *a*, p. 300; topic *n*, p. 306.)

(4) General similarities in political conditions in the thirteen colonies.

d. General conditions.

(1) Inherited institutions and their development Hart, Formation, 5–10, 16–17.

(2) Elements in common among the colonists: institutions, character, ideals. Hart, Formation, Ch. i. Channing, U. S. A., 1765–1865, in Ch. i. Sloane, French War and the Revolution, Chs. i and ii. Fiske, War of Independence, Ch. ii.

(3) Effects of diversity and similarity on later development.

(4) Means of travel and communication between the colonies.

(5) Population of the colonies in 1760: numbers; character; distribution. Hart, Formation, 3–5. Channing, U.S.A., 1765–1865, 1–5.

Additional Topics:

A. Colonial amusements.

B. Slavery in the colonies, 1619–1760.

C. Colonial taverns and turnpikes. (May be made a topic for investigation in local history.)

D. Religion: including toleration, church and state, and clergymen.

E. Education and literature. See Fisher, Colonial Era, Ch. xxi.

F. Foreign Trade.

General References:

Brief Accounts: Hart, Formation of the Union, Ch. f. Channing, U. S. A., 1765–1865, Ch. i. McLaughlin, History American Nation, Ch. vii. Fisher, Colonial Era, closing portions of Chs. xiv–xxi. Fiske, War of Independence, Ch. ii. Sparks, Expansion of the American People, Chs. iv–v (illustrated).

Longer Accounts: Lodge's Short History of the English Colonies in America is the best single book on conditions in all the colonies in 1765. See Chs. ii, iv, vi, viii, x, xiii, xv, xvii, xxii, especially Chs. ii and xxii. Fiske, Old Virginia and Her Neighbors, II, 29–44, and Ch. xiv. Fiske

Dutch and Quaker Colonies, Chs. xv, xvii. Weeden, Economic and Social History of New England. Eggleston, articles in Century Magazine, 1883–1885 (illustrated), contain much interesting matter, Vols. 27–30. Earle, Sabbath in Puritan New England, Colonial Dames and Goodwives, Customs and Fashions in Old New England, Home Life in Colonial Days (illustrated), Child Life in Colonial Days (illustrated), contain interesting details of colonial social life. Sloane, French War and the Revolution, Chs. i–ii.

Sources: Hart, Contemporaries, II, Pt. iv, Nos. 80–84 (life of the people); 85–89 (commerce and currency); 97–101 (religious life); 102–108 (slavery and servitude). Hart, Source Book, Ch. vii (colonial life in the 18th century); Ch. viii (colonial government). For further references see Channing and Hart, Guide, § 133. Larned, Literature of American History, especially pp. 69–111.

VI. Union and Independence, 1760–1783.

15. Causes of the American Revolution, 1760–1783.

a. Underlying causes of the Revolution: fundamental difference in ideas and conditions between England and the colonies in 1760.

(1) In social conditions (including religion).

(2) In economic conditions.

(3) In political ideas and conditions: two kinds of "representation"; the English view as to the government of the colonies; the view in the colonies — examples in the Writs of Assistance and the Parson's Cause.

Brief Accounts: Channing, United States of America, 1765–1865, 25–40. (This portion and the whole "book written in a scholarly, catholic spirit.") Fiske, War of Independence, 18–20, 58–64. Fiske, American Revolution, Ch. i, especially 1–4, 32–45.

Longer Accounts: Sloane, French War and Revolution, Chs. i and x. For the views of two eminent Englishmen, read: (1) Lecky, American Revolution (being chapters

from his History of England in the 18th Century), 38–52, for a discriminating view of the political and commercial relations between colonies and mother country; (2) Trevelyan, American Revolution, Part I, 44–99, for a brilliant picture of the contrast between life in England and America, very appreciative of the American ideals. Otis's arguments in connection with the Writs of Assistance and Patrick Henry's in the Parson's Cause may serve as examples of the American theory: well treated in Channing, Student's History, and his U. S. A., 1765–1865; Parson's Cause, more fully in Tyler's Patrick Henry, Ch. iv; Otis on Writs of Assistance, American History Leaflets, No. 33. For the English view in 1765, see Lecky, American Revolution, Ch. i.

5. The immediate causes of the Revolution, 1763–1774, resulting from these fundamental differences.

(1) Grenville's three new schemes of colonial control. ("These three measures produced the American Revolution.") Hart, Formation of Union, 44–50 and following. Channing, U. S. A., 1765–1865, 39–48. Fiske, War of Independence, 39–51. Lecky, American Revolution, 50 and following (or in Ch. xi of his History of England in 18th Century).

(2) The trade laws and attempts at enforcement. Hart, Formation, 17, 19, 44–48. Sloane, French War and Revolution, 119–120, 124–125. Lecky, American Revolution, 42–48, 52–56. Winsor, America, VI, 6–14, 23–26.

(3) The Stamp Act.

(*a*) Its purpose. Lecky, 60–62, 66–68. Winsor, America, VI, 15–18.

(*b*) The arguments of its supporters. Hart, Contemporaries, No. 138. Lecky, 71–73, 77, 86–89.

(*c*) The arguments of its opponents. Hart, Contemporaries, II, Nos. 140–143 (Cambridge Town Meeting, Stamp Act Congress, Pitt,

Franklin). Lecky, 75–79, 89–92. The Declaration of Rights by the Stamp Act Congress is also in MacDonald, Select Charters, No. 59; Preston, Documents, 188–191; or Larned, History for Ready Reference, article "United States," under date 1765. Patrick Henry's speech is in Tyler's Henry, Ch. v.

Brief Accounts of Stamp Act: Hart, Formation, 48–53. Fiske, War of Independence, 51–63, or his Revolution, 15–27. Channing, U. S. A., 1765–1865, 48–56.

Longer Accounts: Lecky, 67–97. Winsor, America, VI, 15–35.

(4) The Townshend Acts and resistance to them, 1767–1769. Fiske, War of Independence, 64–76; Revolution, I, 28–32, 46–66. Winsor, America, VI, 35–47. Lecky, 107–115, 118–123. The Acts in MacDonald, Charters, Nos. 62–64.

(*a*) Massachusetts Circular Letter, 1768. MacDonald, Charters, No. 65.

(*b*) Pennsylvania Farmer's Letters. Hart, Contemporaries, II, No. 149.

(*c*) Virginia Resolves of 1769. MacDonald, Charters, No. 66. Channing, U. S. A., 1765–1865, Appendix.

(5) Boston Massacre, 1770. Fiske, Revolution, I, 65–72, interesting and suggestive. Compare Lecky, 126–131. Hart, Contemporaries, II, No. 151.

(6) Committees of Correspondence, local and colonial, 1772 and 1773. Fiske, Revolution, I, 77–80. Winsor, America, VI, 53–57, facsimile of letter of Boston Committee of Correspondence, 55.

(7) Boston Tea Party, 1773. Fiske, Revolution, I, 81–93.

Sources: Old South Leaflets, No. 68. Hart, Contemporaries, II, No. 152.

(8) The five repressive acts of 1774, the "Intolerable Acts." Acts in MacDonald, Charters (except Quebec

Act), Nos. 68–71. Fiske, Revolution, I, 93–99. Lecky, 165–175.

(9) Continental Congress, 1774.

(*a*) Demand for it. Fiske, Revolution, I, 100–110.

(*b*) Declaration and Resolves. MacDonald, Charters, No. 72. Preston, Documents, 192–198.

(*c*) American Association and Non-Importation Agreement. MacDonald, Charters, No. 73. Preston, Documents, 199–205.

c. A summary of the causes of the American Revolution: brief, but in chronological order, and with definite examples.

Additional Topics:

A. Popular feeling in America, 1765–1775: as shown in handbills, broad-sides, songs, and illustrations. Stamp Act: McLaughlin, American Nation, 176–179; Winsor, America, VI, 33. Non-importation and boycotting in Boston, 1767–1770: Winsor, VI, 77–80. Boston Massacre: Winsor, VI, 48, 89; McLaughlin, 182, 188. Tea handbills and posters: Channing, Students' History, 182; Winsor, VI, 92, 93. Following are all in Winsor, America, VI: Liberty sentiments, 1769–1770, 86–87; Boston Committee of Correspondence, 1773, 55; Regarding Acts of 1774, 61, 97; Virtual Representation, 1775, 103.

B. Modern English views of the causes of the Revolution. Seeley, Expansion of England, Ch. iv, especially 65 and following. Lecky, American Revolution in Ch. i, especially pages cited above in topics *a* and *b*, and 154–194. Compare Lecky's account of the Stamp Act with Bancroft's. Or read accounts in text-books on English History by Englishmen: *e.g.*, Green, Gardiner, Bright. A fascinating picture, favorable to the Americans, in Trevelyan, American Revolution, I. Two Pts. in 3 vols., so far published (1903).

C. What were some of the chief constitutional principles involved in the disputes, 1760–1774, with specific illustrations of each?

D. How Samuel Adams stirred up the spirit of Revolution. Fiske, Revolution. Hosmer, Samuel Adams.

General References for sections 15 and 16: see end of next section, on the Revolution.

16. THE REVOLUTION, 1775–1783.

Map Work:

(1) Sketch map, showing three fields of campaign (New England, Middle states, the South), with dates (see topics *b*, *c*, *d*) for each of three regions, and for ten or twelve most important battles.[1]

(2) Boundaries proposed by French court, 1782. Channing, Students' History, 227. Fiske, Critical Period, 21. Winsor, America, VII, 148.

(3) (For all.) Territory of the United States according to the Treaty of 1783, showing also the territory of Spain and England. Channing, Students' History, 229; U. S. A., 1765–1865, 1. McLaughlin, American Nation, 219. Hart, Formation of the Union, map 3, end of volume; same in Epoch Maps, No. 7.

a. Comparison of antagonists: population; resources; leaders;[2] theatre of war; strategy. Hart, Formation of the Union, 70–73. Channing, U.S.A., 1765–1865, 72–80.

b. The campaign in New England, 1775–1776: importance of Lexington and Concord, of Bunker Hill, of Evacuation of Boston. Fiske, War of Independence, 85–95. Lecky, American Revolution, 201–205, 230–234.

Longer Accounts: Fiske, Revolution, I, 120–146, 169–172. Very readable account in Trevelyan, American Revolution, in Chs. ix–xi, especially 310, 327–338, 409–411.

c. The turning of the tide in the Middle states, 1776–1780.

(1) The work of Washington. Fiske, War of Inde-

[1] A convenient way in this and other maps to save space and avoid crowding territory with names is to put dates, etc., along the coast.

[2] British commanders in chief were: Gage, 1774–1775; Howe, 1775–May, 1778; Clinton, May, 1778–May, 1782. (See Bancroft, History, iii, 148; iv, 269; v, 270, 555.)

pendence, 120–122, 138–143; Revolution, I, 229–238, 306–307, 317. Lodge, Washington, I, 171–179, 199–205.

(2) Burgoyne's Campaign. Fiske, War of Independence, 125–137, 142–143. Lecky, Revolution, 321–327. Fiske, Revolution, I, Chs. vi–vii.

(3) The French Alliance: political effects; military aid. Fiske, War of Independence, 144–160, 177–180. Lecky, 295–310, 328–329. Suggestive article by Emil Reich, A New View of the Revolutionary War, *North American Review*, July, 1903.

d. Campaign in the South, 1778–1781. Fiske, War of Independence, 163–166, 171–180. Channing, U. S. A., 96–102. Lecky, Revolution, 448–455 (Yorktown campaign). Fiske, Revolution, II, 274–286.

e. Growth toward Independence, 1775–1776. Good general accounts in Channing, Students' History, 198–206; Fiske, Revolution, I, 157–164, 172–197.

(1) King's rejection of "Olive Branch" Petition. Fiske, Revolution, I, 158–160. Frothingham, Republic, 435, 444–447, 451.

(2) Formation of new state governments. Hart, Formation, 81–82. Fiske, Revolution, I, 157–158, 180–182. Fiske, Civil Government, 161–166. Fiske, Critical Period, 63–71.

Source: Hart, Contemporaries, II, No. 187 (constitution of New Hampshire).

(3) Beginning of a national government, 1775. Hart, Formation, 74–77. Fiske, Civil Government, 204–207; Fiske, Critical Period, 90–93.

(4) Hiring of the "foreign mercenaries." Fiske, Revolution, I, 160–163, 172–173.

(5) Thomas Paine's "Common Sense." Fiske, Revolution, I, 173–175.

Sources: Quotations in Hart, Contemporaries, II, No. 186. Bancroft, History, IV, 313–315.

f. The Declaration of Independence. Read it through carefully and state:

(1) Its ideas as to the source and the purpose of democratic government.

(2) Some of the definite acts referred to in the list of grievances. The Declaration is to be found in the appendix to most school histories; in Old South Leaflets, No. 3; MacDonald, Select Documents, No. 1; Preston, Documents, 210–217. The original draft is in American History Leaflets, No. 11. (Note what omissions were made and why.) For a suggestive criticism on the frankness of the Declaration, read Goldwin Smith, United States: an Outline of Political History, 1492–1871, 87–89. Compare Bigelow, in Cambridge Modern History, VII, Ch. vi.

g. The Treaty of Peace, 1783. Channing, Students' History, 225–231. Hart, Formation, 95–98.

Longer Accounts: Fiske, Critical Period, Ch. i, especially 17–37, 44–45. Lecky, American Revolution, 462–485.

Sources: Treaty in MacDonald, Documents, No. 3. Explanation, in Hart, Contemporaries, II, No. 217.

h. Difficulties of the Americans. Hart, Formation, 89–95.

Sources: Hart, Contemporaries, II, No. 195. The text-book and other accounts will suggest other difficulties and dangers which arose during the war.

i. Services of Washington in the Revolution. Lecky, Revolution, 209–214 (or in Ch. xi of his History of England in 18th Century). Goldwin Smith, United States, 96–98. Fiske, War of Independence, 109–111. The services suggested above in connection with topic *c* and accompanying references should be included.

j. Patriotism and lack of patriotism during the Revolution.

(1) For instances of patriotism, the text-books and books mentioned in the references above will prove helpful.

(2) For lack of patriotism: Lecky, Revolution, 374–377, 227–230, especially quotation from Washington, in notes, 228–229, 376; Goldwin Smith, United States,

100–105, also including quotations from Washington. **Source**: Hart, Contemporaries, II, Nos. 160 and 170.

k. Causes of success: American, English, European factors.

(1) Summary. Hart, Formation, 89. Channing, United States of America, 73–80.

(2) The importance of the aid of France. Lecky, American Revolution, 398–399, 443–447 (or in Ch. xiv of his History of England in the 18th Century). Channing, U. S. A., 79–80. Fiske, Revolution, II, 201–203. See also references above, in topic *c* (3).

(3) "How England was hampered and weakened." Fiske, War of Independence, 157–160; more fully in his Revolution, II, 130–161, 286–287.

l. The widespread results of the Revolution in America and Europe. Hart, Formation, 99–101. Fiske, Revolution, II, 290. Bancroft, V, 580. Compare with Goldwin Smith, United States, 113–119. Seeley, Expansion of England, Ch. vii, suggestive on the importance of the Revolution and its results.

m. Justification of the Revolution. Hart, Formation, 64–68. **Source**: From the Declaration of Independence give such of its principles and statements as to-day may be fairly regarded as just grounds for the Revolution. For text of Declaration, see references above in topic *f* (2).

n. Advantages and disadvantages of the Revolution. Hart, Contemporaries, II, No. 220. Goldwin Smith, United States, 113–119.

Additional Topics:

A. Franklin's services to America in the Revolution. Morse, Franklin. Ford, Many-sided Franklin. Hale, Franklin in France.

B. The Loyalists and their treatment. Tyler, Literary History of the Revolution. Sabine. Van Tyne.

C. The Conway Cabal.

D. Arnold's treason. Fiske, Revolution, Ch. xiv.

E. Naval warfare; John Paul Jones. Fiske, Revolution, Ch. xii. Maclay, Navy, I. Winsor, VI, Ch. vii.

F. The services of foreign officers in the American army.

G. Account of a battle in which a pupil's ancestor took part. See references below.

H. John André and Nathan Hale.

I. Diplomacy of the Revolution.

J. The Revolution in the minds and hearts of the people.

General References (for the Revolution and its causes) (for specific references see topics in sections 15 and 16):

Brief Accounts: Channing, U. S. A., 1765–1865. Hart, Formation of the Union Suggestive, and giving modern English point of view, are: Seeley, Expansion of England; Goldwin Smith, United States, 1492–1871.

Longer Accounts: Very judicious and broadening, Lecky, The American Revolution (being selections from Lecky, History of England in 18th Century, edited by Woodburn). Another brilliant English account, very favorable to the Americans, Trevelyan, American Revolution (three volumes published, 1903, to 1777). Excellent short account in Fiske, War of Independence (Riverside Literature Series), more fully in his two volume American Revolution, and his illuminating Critical Period. Valuable material, especially bibliographical and illustrative, in Winsor, America, VI. Sloane, French War and the Revolution. Frothingham, Rise of the Republic. Very full account in Bancroft, History. For details of battles, consult Lossing, Pictorial Field Book of the Revolution; Carrington, Battles of the American Revolution (with military criticisms); Dawson, Battles of the United States (with selections from documents). Further details may be found in magazine articles referred to in Poole's Index to Periodical Literature; and very valuable material in the Collections of State Historical Societies and in the collections of Documents published by the various states. For the Loyalists, or Tories, see Tyler, Literary History of the

Revolution; Van Tyne, The Loyalists in the American Revolution; Sabine, Loyalists. Interesting material in the biographies in the American Statesmen Series: *e.g.* Hosmer, Samuel Adams; Tyler, Patrick Henry; Lodge, Washington; Morse, Franklin; and in Ford, Many-sided Franklin, and True George Washington. On economic questions, Beers, Commercial Policy of England toward the American Colonies (Columbia University Studies in History, etc., III, No. 2. N.Y., 1893).

Sources: Hart, Contemporaries, II, Pts. vi–viii; Source Book, Ch. ix. MacDonald, Charters (to 1776); and his Documents. Preston, Documents. American History Leaflets, Nos. 11, 20, 21, 33. Old South Leaflets, Nos. 2, 3, 47, 68, 97, 98. For documents, see the three following works.

Further References in Channing and Hart, Guide, §§ 133–143; Winsor, Reader's Handbook of the American Revolution; Larned, Literature of American History, pp 111–152.

VII. The Critical Period, 1783–1789.

17. Confederation and Constitution. Part I. Confederation.

a. Articles of Confederation: history of formation; leading features; defects; merits; attempts to amend.

Walker, Making of the Nation, 1–14 (obstacles to union, 1–6). Hart, Formation of the Union, 93–95, 104, 118. Schouler, I, 14–17. Fiske, Critical Period, 90–101. Winsor, America, VII, Ch. iii.

Sources: Hart, Contemporaries, II, No. 189. Text of the Articles in American History Leaflets, No. 20; Old South Leaflets, No. 2; MacDonald, Documents, No. 2; Hill, Liberty Documents, Ch. xv; Fiske, Civil Government, Appendix A. Proposed amendments, American History Leaflets, No. 28. Defects of the confederation, Hart, Contemporaries, III, Nos. 41, 54, 59. Note in the Articles especially: Art. IV (interstate citizenship); Art. V (representation in Congress); Art. VIII (mode

of supplying the national treasury); Art. IX, § 6 (voting); Art. XIII (amendment).

b. Weakness of the government: dealings with the army; foreign relations.

Fiske, Critical Period, 105–119 (army); 119–144 (Tories, English trade); 157–162 (Barbary pirates); 207–211 (Mississippi question). McMaster, I, Chs. ii, iv (use table of contents).

Sources: Hart, Contemporaries, III, No. 38 (Newburgh address); Nos. 49, 50 (trade restrictions); No. 53 (John Adams's presentation to George III); No. 45 (Mississippi question). Hart, Source Book, No. 66.

c. Disorders in the states: boundary disputes; trade discriminations; paper-money craze.

Walker, Making of the Nation, 14-19. Fiske, Critical Period, 144–153, 168–186. McMaster, I, 210–216 (Wyoming valley trouble), 281 and following (paper-money).

Source: Hart, Contemporaries, III, Nos. 55, 58 (Shays' rebellion).

d. Social, economic, and political conditions, and progress, 1783–1789.

Detailed accounts in: Fiske, Critical Period, Ch. ii, McMaster, I, Ch. i.

Source: Hart, Contemporaries, III, Part II.

e. The Northwest Territory: claims of the states; cessions (influence of Maryland); organization of the territory; rights guaranteed to people.

Fiske, Critical Period, 187–207. On present government of territories, see Bryce, American Commonwealth (abridged edition), Ch. xlvi; or I, Ch. xlvii. Hart, Actual Government. Hinsdale, American Government, Ch. xli. Hinsdale, Old Northwest.

Sources: Cessions of the states, American History Leaflets, No. 22. Text of Ordinance of 1787, MacDonald, Documents, No. 4; Old South Leaflets, No. 13. On the formation of the Ordinance, see Hart, Contemporaries, III, Nos. 43 (Ordinance of 1784), 46;

Source Book, No. 67. See, also, Contemporaries, III, No. 42. Old South Leaflets, No. 40 (Cutler's description of Ohio), Nos. 16, 41 (Washington's interest in the West). Other interesting accounts of the West, in Contemporaries, III, Ch. v.

Map Work:

The claims of the states to western lands. Epoch maps, No. 6. (Same in Hart, Formation of Union, map 3.)

PART II. CONSTITUTION.

f. The Federal Convention: steps leading to convention; the great compromises; find in the Constitution the clauses which constitute the great compromises. (For the text, see American History Leaflets, No. 8; Old South Leaflets, No. 1; MacDonald, Documents, No. 5; Fiske, Civil Government, Appendix B; and in most school histories.)

Brief Accounts: Hart, Formation of the Union, 121–128. Winsor, America, VII, 237–246.

Longer Accounts: Fiske, Critical Period, 222–305 Gay, Madison, Chs. vii, viii. Schouler, I, 23–47. McMaster, I, Ch. iv. Bancroft, VI (last revision). Farrand, in American Historical Review, 1904, Vol. IX, No. 3.

Sources: Hart, Contemporaries, III, Ch. x (includes a short sketch of some of the members of the convention and extracts from the debates on the election of senators and on slavery). Hill, Liberty Documents, Ch. xvii (useful marginal notes to the Constitution). Old South Leaflets, No. 70 (debate on the suffrage in Congress); No. 99 (extracts from letters of Washington).

g. Ratification of the Constitution.

Brief Accounts: Hart, Formation of the Union, 128–135. Walker, Making of the Nation, 51–62.

Longer Accounts: Fiske, Critical Period, Ch. vii. Gay, Madison, Ch. ix. McMaster, I, Ch. v. Schouler, I, 60–78. Bancroft, VI.

Sources: Hart, Contemporaries, III, Ch. xi. Source Book, No. 68 (Mason's objections to the Constitution), No. 69 (a common-sense argument for the Constitution). Old South Leaflets, No. 12 (first two numbers of the Federalist). American Orations (Woodburn's revision), I, 39 (Hamilton's speech in the New York Convention), 53 (Madison's speech in the Virginia Convention).

b. Preliminary study of the Federal Constitution.

(1) Congress: numbers, terms, qualifications and mode of election of members of each branch; mode of making laws (three possible ways); powers of Congress; special powers of each House (what special or exclusive powers does the Senate have as compared with the House?); find in the Constitution all the acts which require more than a simple majority vote.

(2) The President: qualifications, term, manner of election (comparison of old and present methods); powers (note relations with Congress, and appointing power).

(3) The judiciary: kinds of courts; tenure of judges; jurisdiction of courts (general features only).

(4) Division of powers between state and national government.

Constitution. For brief comment, any Civil Government, *e.g.* Fiske, Strong and Shafer, Morey, Hinsdale's American Government.

Bryce, American Commonwealth (very valuable). A helpful guide to Bryce is Clark's Outline of Civics. Hart, Actual Government. Wilson, Congressional Government.

Additional Topics:

A. Describe the two forms of territorial government laid down in the Ordinance of 1787.

B. Find four or five rights guaranteed to the people of the northwest territory, and note their appearance in the Constitution.

C. Compare the Constitution with the Articles of Confederation with reference to: (1) representation:

(2) methods of raising money; (3) voting in Congress; (4) amendments.

D. How has the Constitution remedied the defects enumerated in Hart, Contemporaries, III, Nos. 41, 54?

E. Contemporary arguments against ratification of the Constitution. Contemporaries, III, Ch. xi; Source Book, No. 68.

F. The contest over ratification in Massachusetts; in New York; in Virginia. Contemporaries, III, Ch. xi. Fiske, Critical Period, Ch. vii. McMaster, I, Ch. v. Lodge, Hamilton, 64–73. Hosmer, Samuel Adams, 392–401. Tyler, Patrick Henry, Ch. xviii. American Orations, I. Hart, Source Book, No. 69.

VIII. The Federalist Supremacy, 1789–1801.

18. Organization of the National Government.

a. Inauguration; executive departments; inferior courts; first ten amendments.

Brief Accounts: Walker, Making of the Nation, 88–99. Fiske, Civil Government, 236–240, 250–252 (on present departments).

Longer Accounts: McMaster, I, Ch. vi. Schouler, I, Ch. ii. Bryce, Commonwealth (abridged edition), Ch. viii (cabinet); Ch. xxi (Federal courts, descriptive of present conditions).

Sources: Constitution, Art. II, section 1; section 2, clause 1; Art. III, section 1; Amendments, I–X. Hart, Contemporaries, III, No. 77 (proceedings in Congress), No. 79 (hospitality of the Senate to President Washington). Both of these extracts are from the interesting journal of Senator William Maclay. No. 81 (office-seekers). Source Book, No. 71 (Maclay, on Washington). Old South Leaflets, No. 10 (inaugural address), No. 65 (address to churches). See, for entire period, Historical Sources in Schools, § 80.

b. Financial system, and formation of the Republican party.

(1) Tariff. Taussig, Tariff History, 8–16. Lodge, Hamilton, 108–114 (report on manufactures). Hart,

Contemporaries, III, No. 78 (first tariff debate). Macdonald, Documents, No. 12 (Hamilton's report on manufactures).

(2) Debts. Lodge, Hamilton, 117–129. Hart, Contemporaries, III, No. 76; MacDonald, Documents, No. 6 (Hamilton's first report on the public credit). Source Book, No. 73 (Jefferson's account of the compromise on assumption).

(3) Excise. MacDonald, Documents, No. 8 (Hamilton's second report on public credit).

(4) National Bank. Lodge, Hamilton, 98–105. Hart, Contemporaries, III, No. 82. MacDonald, Documents, Nos. 9 (Hamilton's report), 10 (Jefferson's opinion on constitutionality), 11 (Hamilton's opinion on constitutionality).

(5) Formation of parties. Hart, Contemporaries, III, Nos. 83, 85 (Jefferson's opinion of Hamilton), 86 (Hamilton's opinion of Jefferson).

References:

Walker, Making of the Nation, 78–87. Schouler, I, Ch. ii. (use table of contents). McMaster, I, Ch. vi; II, Ch. vii. Lodge, Washington, II, 103–120. Lodge, Hamilton, Ch. vii. Morse, Jefferson, 100–129. Gay, Madison, Chs. xi, xii.

c. The new government tested: Whiskey Rebellion; Indian Wars.

Brief Accounts: Walker, Making, 103–107, 123–125. Lodge, Hamilton, 180–184.

Longer Accounts: Lodge, Washington, II, 81–103, 120–128. McMaster, II, Ch. ix. Schouler, I. Von Holst, I, 94–104.

Source: MacDonald, Documents, No. 15 (Washington's message, 1794).

Additional Topics:

A. "Our Republican Court:" titles, ceremonials, levees. Lodge, Washington, II, 50–57. Schouler, I Ch. ii. McMaster, I, Ch. vi.

B. The First Slavery Debates: import tax; petitions; fugitive slave law, 1793. Gay, Madison, in Ch. xi. Schouler, I. McMaster, I. MacDonald, Documents, No. 7. Constitution, I, section 9, clause 1; IV, section 2, clause 3.

C. Political writings: newspapers, pamphlets, foreign editors. Schouler, I (use table of contents). Hart, Contemporaries, III, No. 87 (an extract from the National Gazette).

D. Find in the Constitution three limitations on the power of Congress to tax.

19 Foreign Relations, 1793–1800.

a. Outbreak of war between England and France. (See *Outline of European History*, pp. 190–194.) Proclamation of neutrality is in MacDonald, Documents, No. 13. Criticism in Hart, Contemporaries, III, No. 94.

b. Relations with France: Genet; X, Y, Z affair; war of 1798; treaty of 1800. Hart, Contemporaries, III, Nos. 95 (Genet); 99 (X, Y, Z). Pennsylvania Reprints, VI, No. 2 (X, Y, Z). MacDonald, Documents, No. 16. Turner, Diplomatic Contest for Mississippi Valley, Atlantic, May–June, 1904; article on Genet in American Historical Review, July, 1898.

c. Relations with England: Jay's Treaty; constitutional questions involved (Schouler, I, 321–329). Important extracts in MacDonald, Documents, No. 14. For Fisher Ames's famous defence of the treaty in the House of Representatives, see Hart, Contemporaries, III, No. 97; or Johnston's American Orations, I. Gallatin's speech is in the latter volume. Pellew, Jay, Ch. xi.

d. Relations with Spain: Mississippi question and the treaty of 1795. Ogg, Opening of the Mississippi, 411–459.

General References:

Brief Account: Walker, Making of the Nation, 99-103, 115–123, 137–144.

Longer Accounts: Lodge, Washington, II, Ch. iv

Lodge, Hamilton, Chs. viii, ix (first part). Gay, Madison, 193–222. Morse, Jefferson, Ch. x. Magruder, Marshall, Ch. vii. Morse, Adams, 269–283.

Source: Hart, Source Book, Nos. 74, 75.

Additional Topics:

A. Attacks on Washington. McMaster, II (use table of contents).

B. Washington's Farewell Address. Old South Leaflets, No. 4. Hill, Liberty Documents, Ch. xviii.

C. Treaties: How made? May the House refuse to vote money necessary to carry out a treaty? Can a treaty alter a law of the United States? Can a law supersede a treaty? Constitution, Art. II, section 2, clause 2. Art. I, section 9, clause 7. Art. VI, clause 2. McMaster, II, 266–276. Bryce, Commonwealth, 78–80 (or I, 106–109).

2c. Fall of the Federalists, 1798–1801.

a. Alien and Sedition Acts; Virginia and Kentucky Resolutions. The text of the acts and resolutions is in American History Leaflets, No. 15; MacDonald, Documents, Nos. 16–23.

Brief Account: Walker, Making of the Nation, 149–155.

Longer Accounts: Gay, Madison, Ch. xv. Von Holst, I, 141–167. McMaster, II, 389–403; Ch. xi (sedition trials, use index).

Sources: Hart, Contemporaries, III, Nos. 101, 104. Constitution, Amendments, I. American Orations, I (Nicholas on the sedition act).

b. Party organization and conflicts, and the election of 1800–1801.

Brief Accounts: Walker, Making of the Nation, 157–167. Lodge, Hamilton, 225–236.

Longer Accounts: Stanwood, Presidential Elections: or History of the Presidency. Schouler, I, 472–500. McMaster, II, Ch. xi (use table of contents).

Sources: Hart, Contemporaries, III, Nos. 103, 105. Constitution, Art. II, section 1.

IX. The Jeffersonian Republicans, 1801–1817.

21. General Principles and Domestic Policy of Jefferson's Administration.

a. Inaugural address. American Orations, I. Old South Leaflets, No. 104. Hart, Contemporaries, III, No. 106. A Federalist's comment on Jefferson, Hart, Source Book, No. 77. Hart, Formation of Union, 176–179. Longer criticism in Henry Adams, I, Ch. vii. Henry Adams, History of the United States (during the administrations of Jefferson and Madison), is the best authority for the period 1801–1817. Morse, Jefferson, 209–218. Schouler, II, 1–4.

b. The civil service under Jefferson. Hart, Formation, 179–180. Morse, Jefferson, 218–225. Schouler, II, 6–12.

Source: Contemporaries, III, No. 107.

c. The attack on the judiciary: Schouler, II, 86–89. McMaster, III, 162–183. Henry Adams, II, 143 (Pickering); Ch. x (trial of Chase). Adams, John Randolph, 130–152.

Source: Constitution, Art. I, section 2, clause 5; section 3, clauses 6, 7.

d. Financial policy: reduction of debt; retrenchment in army and navy. Hart, Formation, 182–183. Schouler, II, 22–25. Walker, 175. Henry Adams, I, 238–243. Stevens, Gallatin, Ch. vi.

22 Expansion.

a. Louisiana Purchase; territorial and constitutional importance.

Brief Accounts: Hart, Formation, 185–187. Walker, Making, 177–184.

Longer Accounts: Gilman, Monroe, 74–93. H. Adams, II (best account). Schouler, II, 40–59. McMaster, II, Ch. xiii; III, Ch. xiv. Von Holst, I, 183–192 (chiefly a discussion of its constitutionality). Roosevelt, Winning of the West, IV, Ch. vi. Hosmer, History of the Louisiana Purchase. Ogg, Opening of the Mississippi. Turner, in Atlantic, May–June, 1904.

Sources: American Orations, I (Josiah Quincy on the admission of Louisiana as a state). Contemporaries, III, Nos. 111–114, 123 (Quincy's speech). Source Book, No. 78. MacDonald, Documents, No. 24 (Treaty of cession). Old South Leaflets, No. 105 (Louisiana in 1803).

b. Oregon; Lewis and Clark expedition, 1803–1806. McMaster, II, 633–635; III, 142–144. Henry Adams, II, 12, 215. Roosevelt, Winning of the West, IV, Ch. vii.

Sources: Old South Leaflets, No. 44 (Jefferson's instructions to Lewis). Contemporaries, III, No. 115 (extract from report of Lewis and Clark). Source Book, No. 80 (Gass's Journal). See, also, Larned, Literature of American History, pp. 172–181.

Map:

The United States at the close of Jefferson's first term. Hart, Formation, map 4; same in Epoch Maps.

Additional Topics:

A. The Federalists' Secession Projects. Hart, Formation, 188–189. Schouler, II, 68–75. McMaster, III, 42–53. Von Holst, I, 183–199.

B. Why did Hamilton accept Burr's challenge? Lodge, Hamilton, 251–271.

C. Burr's conspiracy. Hart, Formation, 189–191. Walker, Making of the Nation, 206–208. Morse, Jefferson, 280–285. McMaster, III, 54–88. Constitution, Art. III, section 3, clauses 1, 2. Schouler, II, 133–139. McCaleb, The Aaron Burr Conspiracy.

D. War with the Barbary Pirates. Hart, Formation, 184–185. Schouler, II, 17–20, 75–78. McMaster, II, Ch. xiii; III, 200–208. Henry Adams, I, 244; II, 425. Maclay, United States Navy, I.

Source: Contemporaries, III, No. 108.

23. Struggle for Neutral Rights. (See *Outline of European History*, pp. 195–196.)

a. Aggressions by England and France on neutral trade: Berlin and Milan decrees; Orders in Council; impressments.

Brief Accounts: Hart, Formation, 191–195. Walker, Making, 190–197. Channing, United States of America, 174–180.

Longer Accounts: Morse, Jefferson, 255–267. Schouler, II, Ch. vi. McMaster, III, 219 and following. Henry Adams, III, Chs. iv, xvi.

Sources: Source Book, Nos. 74, 76, 79. Contemporaries, III, Nos. 116–119.

b. Retaliatory measures: non-importation; embargo; non-intercourse act; Macon's bill No. 2.

Brief Accounts: Hart, Formation, 192–203. Walker, Making, 199–203, 217–224.

Longer Accounts: Morse, Jefferson, Ch. xvii. Gay, Madison, Ch. xvii. McMaster, III, especially Chs. xix, xx. Schouler, II. Henry Adams, IV.

Sources: MacDonald, Documents, Nos. 27 (embargo act), 28 (non-intercourse act). Contemporaries, III, Nos. 121, 122 (embargo). Source Book, No. 81.

c. The War of 1812: causes, French, English, and American; comparison of strength; military and naval warfare; opposition to the war (Hartford Convention); treaty of peace. For the influence of the young Republicans, see Schurz, Clay, I, Ch. v; McMaster, III, 419, 427–440; Henry Adams, VI, 122–153. Clay's speech on the war is in American Orations, I, and Contemporaries, III, No. 125. For Randolph's speech on the militia bill, see American Orations, I. Causes of the war: MacDonald, Documents, No. 29; Source Book, No. 83. Declaration of war, MacDonald, No. 30. On the military and naval events: McMaster, IV (use table of contents); Henry Adams, VI–VIII (use table of contents); Roosevelt, Naval War of 1812; Maclay, United States Navy. On the Hartford Convention and opposition in general to the war: Hart, Formation, 214–218; Walker, Making, 240–247; Von Holst, I, 253–272; McMaster, IV, Ch. xxviii, especially 247–252; Schouler, II, 461–476; Henry Adams, VIII, IX;

MacDonald, Documents, No. 32 (report of the Hartford Convention). Treaty of Peace and results of the war: Hart, Formation, 218–222; McMaster, IV, 256–276; Schouler, II, 477–485; Schurz, Clay, I, Ch. vi; Morse, J. Q. Adams, 75–98; Stevens, Gallatin, 312–337; Henry Adams, IX; MacDonald, Documents, No. 31 (treaty of Ghent); Contemporaries, III, No. 128 (discussion of the treaty by J. Q. Adams); Source Book, No. 87 (discussion of the peace, Gallatin).

Sources: Contemporaries, III, Nos. 124 (capture of the Java), 127 (campaign of New Orleans). Source Book, Nos. 84 (capture of the Guerriere), 85 (capture of Washington), 86 (battle of New Orleans). Historical Sources in Schools, § 82. For further references and for criticisms of books on war of 1812, see Larned, Literature of American History, pp. 167–172.

Additional Topics:

A. Group all the clauses of the Constitution which relate to war.

B. The Speaker of the House of Representatives. Bryce (abridged edition), 104–107. Wilson, Congressional Government, 103–111. Follett, The Speaker.

X. Reorganization, 1817–1829.

24. Economic Reorganization.

a. The tariff: effects of the events of 1808–1815 on commerce, agriculture, and manufacturing; protectionist arguments; attitude of the political leaders, Clay, Calhoun, Webster, and Randolph; tariff acts of 1816, 1824, 1828.

Brief Accounts: Hart, Formation, 225, 229–231, 247, 257. Walker, Making, 257–261. Burgess, Middle Period, 109–115, 157–163.

Longer Accounts: Taussig, Tariff History, 1–24, 68–103 (best account). Schurz, Clay, I, 126–131 (act of 1816), 212–221 (act of 1824, "American System"). Lodge, Webster, 154–171 (an interesting account of Webster's attitude towards the tariff, 1816–1828). Von Holst,

Calhoun, 33–35, 66–73. Henry Adams, Randolph, 279. McMaster, IV, Ch. xxxi; V, Ch. xlvi. Dewey, Financial History.

Sources: Hart, Contemporaries, III, Nos. 129 (commercial effects of the war), 130 (Randolph's objections to a protective tariff). MacDonald, Documents, Nos. 44, 45 (protests of South Carolina and Georgia against the tariff of 1828). American Orations, IV, 202 (Clay's speech on protection).

b. Banking: evils of state banks; the second United States Bank, 1816.

Hart, Formation, 226–227. Walker, Making, 261–262.

Longer: McMaster, III, IV, Chs. xxx, xxxvi.

Sources: MacDonald, Documents, No. 33 (bank act of 1816). Hart, Contemporaries, III, No. 132 (state banking).

25. Westward Migration and Internal Improvements.

a. Westward migration: influence of conditions on the seaboard (McMaster, IV, 381–385); methods and routes of travel; conditions of western life, 1800–1830.

McMaster, IV, Ch. xxxiii. Roosevelt, T. H. Benton, Ch. i. Roosevelt, Winning of the West, IV, Ch. v. Century Magazine, Vol. 63, Nov. 1901–Jan. 1902, articles by Hough. Shaler, United States, I, Ch. v, especially 287–303. Higginson, Larger History, Ch. xvii. Sparks, Expansion of the American People.

Sources: Contemporaries, III, Ch. xxi. Source Book, Nos. 90, 92, 93. Historical Sources in Schools, § 83.

b. Internal improvements: need of better communication between East and West (McMaster, School History, 279–282); political and economic results of the Erie Canal and the railroads; the constitutional question involved.

McMaster, IV, 411–429, V, 132–136. Von Holst, Calhoun, 35–37. Burgess, Middle Period, 116–122, 166–170. Sparks, Men Who made the Nation, Ch. vii. Schouler, II, 296–298; III, 346–352; IV, 122–131. Encyclopædias (articles on "Railroads").

Sources: Contemporaries, III, Nos. 131 (Calhoun), 165, 166, 167 (travel by rail, coach, and canal). Gilman, Monroe, 239–248 (summary of Monroe's vetoes). Caldwell, Survey, 233 (American History Studies, No. 10). Old South Leaflets, No. 108 (steamboat).

c The Indians in Georgia and the question of State Sovereignty.

Hart, Formation, 255–256. Wilson, Division and Reunion, 36–38. Burgess, Middle Period, Ch. x. Schouler, III, 370–380.

For further references on Expansion, 1783–1828, see Larned, Literature of American History, pp. 172–181.

M Slavery and the Missouri Compromises.

a. Slavery extension, 1783–1818: constitutional recognition of slavery; fugitive slave act, 1793; economic and political effects of the cotton gin; balancing of states; extent of slavery, 1818 (*map*).

Burgess, Middle Period, 48–60. Schouler, III, 134–146. Von Holst, I, 302–356 (340–356, economic contrast between the free and slave states).

b. The struggle for Missouri: significance of the contest; first compromise (Tallmadge, Thomas); second compromise (Clay); constitutional questions involved; cite the sections of the Constitution of the United States relating to these questions.

Rhodes, History of United States since Compromise of 1850, I, 29–38. Burgess, Middle Period, Ch. iv (detailed and constitutional). Schurz, Clay, I, Ch. viii. McMaster, IV, 570–601. Von Holst, I, 357–381. Schouler, III, 155–173. Henry Wilson, Rise and Fall of the Slave Power, I, Chs. xi, xii.

Sources: MacDonald, Documents, Nos. 35–41. Contemporaries, III, Nos. 135, 136 (comments on compromise). Source Book, No. 91 (J. Q. Adams's comments). American Orations, II. Historical Sources in Schools § 83.

Map:

Status of slavery, 1821. Shade the portions of the country affected by the compromise.

27. The Monroe Doctrine and the Panama Congress.

a. Conditions leading to the Monroe doctrine.

McMaster, V, 31–34. Paxson, Independence of the South American Republics. Contemporaries, III, Nos. 142 (Holy Alliance), 145 (Russian ukase). (See *Outline of European History*, p. 198.)

b. Earlier statements of the principles of the doctrine.

American History Leaflets, No. 4. Contemporaries, III, No. 147 (extracts from Monroe's earlier messages). American Historical Review, July and October, 1902, contains a noteworthy article ("John Quincy Adams and the Monroe Doctrine," by Worthington C. Ford), on the correspondence leading up to the message of 1823; see especially the final paragraph. Gilman, Monroe, 162–170.

c. Contemporary comment on the doctrine.

For significant extracts from the message, see MacDonald, Documents, No. 43; Contemporaries, III, No. 147; American History Leaflets, No. 4; Old South Leaflets, No. 56; Hill, Liberty Documents, 321.

For comments, see McMaster, V, 48–53 (footnotes, containing English newspaper comments); Hill, Liberty Documents, 323–328; Hart, Contemporaries, III, No. 148.

d. Later developments of the doctrine. Hart, "The Monroe Doctrine and the Doctrine of Permanent Interest," in American Historical Review, October, 1901; reprinted in his Foundations of American Foreign Policy.

General References (for Monroe Doctrine):

Brief Accounts: Hart, Formation, 241–244. Burgess, Middle Period, 123–128. Morse, J. Q. Adams, 130–137.

Longer Accounts: Gilman, Monroe, Ch. vii. Schouler, III, 277–293. McMaster, V, Ch. xli. Hill, Liberty Documents, 329–339.

e. The Panama Congress.

Hart, Formation, 251–253. Burgess, Middle Period,

146–155. Schouler, III, 358–366. Von Holst, I, 409–419, 429 and following. Schurz, Clay, I, 267–273. McMaster, V, Ch. li.

28. Political Reorganization and the Triumph of Jackson.

a. Growth of nationalism as shown by Supreme Court decisions.

Hart, Formation, 234–236. McMaster, V, Ch. l. Magruder, John Marshall, Ch. x. Thayer, Marshall. Lodge, Webster, Ch. iii (Dartmouth College case).

Sources: Contemporaries, No. 133 (extract from McCulloch *vs.* Maryland). Hill, Liberty Documents, Ch. xix (McCulloch case with comments). Historical Sources in Schools, § 83.

b. The "scrub race for the presidency," 1824–1825

Stanwood, Presidential Elections, Ch. xi, or his Presidency. Burgess, Middle Period, 131–136 (brief description of candidates). On the "corrupt bargain" charge, see Morse, J. Q. Adams, 181–189. Schurz, Clay, I, Ch. x. Sumner, Jackson, Ch. iv.

c. New political methods, and the election of 1828.

Hart, Formation, 246–247, 259–262. Fiske, Civil Government, 216–217, 261–263 (gerrymander, spoils).

Stanwood, History of the Presidency, or his Presidential Elections, Ch. xii. Schurz, Clay, I, 288–292. Wilson, Division and Reunion, 9–26 (significance of Jackson's election). Brown, Jackson, 106–117.

Source: MacDonald, Documents, No. 42 (tenure of office act of 1820).

d. Personal features of Jackson's administration: Jackson's character; the Kitchen cabinet; the spoils system introduced into national politics.

Wilson, Division and Reunion, 26–34. Roosevelt, Benton, Ch. iv. Brown, Jackson, 118–128. Sumner, Jackson, 102–4, 140–163. Schouler, III, 451–461. McMaster, V, 525–536.

Sources: Contemporaries, III, Nos. 158 (removals),

160 (extract from Major Jack Downing), 162 (Jackson's statement of principles). Source Book, No. 102 (extract from Major Jack Downing).

Additional Topics:

A. Indian troubles, 1824–1828, 1830–1832. Hart, Formation, 255–256. Wilson, Division and Reunion, 36–38. Burgess, Middle Period, 210–220. Schouler, III, 370–380, 477–480; IV, 233–235. Morse, J. Q. Adams. Sumner, Jackson.

B. Jackson as a type of American frontier life in 1829. Brown, Jackson.

C. Internal improvements.

D. Public lands.

For further references and for criticisms of books for periods VII–X, see Larned, Literature of American History, pp. 152–181, and index.

XI. National Democracy, 1829–1844.

29. Nullification in South Carolina; the Question of State Sovereignty.

a. The "great debate": nullification in theory.

Wilson, Division and Reunion, 43–48. Schouler, III, 483–488. Lodge, Webster, 172–204 (includes estimate of Webster as an orator).

Sources: Important extracts in MacDonald, Documents, Nos. 47, 49 (Webster), 48 (Hayne). Hart, Contemporaries, III, Nos. 159 (Webster), 161 (Calhoun). American History Leaflets, No. 30 (extracts from Webster, Hayne, and Calhoun). Johnston, American Orations, I, 303 (Calhoun), 233 (Hayne), 248 (Webster).

b. The contest with South Carolina: nullification in practice.

Wilson, 48–63. Burgess, 220–241. Schurz, Clay, II, Ch. xiv. Roosevelt, Benton, Ch. v. Von Holst, Calhoun, 66–84, 96–108. Sumner, Jackson, 194–206; Ch. x; 281–291. Schouler, IV, 85–109.

Sources: MacDonald, Documents, Nos. 53 (ordinance of nullification), 55 (Jackson's proclamation), 56 (act for enforcing the tariff, force bill).

c. Compare the action of South Carolina in 1832–1833 with that of (1) Virginia and Kentucky in 1798–1799; (2) Massachusetts in 1813–1815; (3) Georgia in 1825–1827. See sections 20, *a*; 23, *c* (Hartford Convention, etc.); and 25, *c*, or 28, Additional Topic A.

30. Financial Questions, 1830–1842.

a. Jackson's war on the bank: objection to the bank; election of 1832; removal of deposits; censure and protest.

Wilson, Division and Reunion, 69–88. Brown, Jackson, 137–150. Burgess, Middle Period, Chs. ix, xii. Sumner, Jackson. Schurz, Clay, I, 372–382; II, Ch. xv. Roosevelt, Benton, Ch. vi. Schouler, IV (use table of contents). Dewey, Financial History. Von Holst, II, Ch. i. Stanwood, History of the Presidency, or Presidential Elections.

Sources: MacDonald, Documents (Jackson's annual messages, Jackson's protest, Benton's expunging resolution). American History Leaflets, No. 24. American Orations, I (Benton's speech on the expunging resolution).

b. Financial depression, 1837–1840: "pet banks;" distribution of surplus revenue; specie circular; panic of 1837; independent treasury, 1840 (1846).

Wilson, Division and Reunion, 88–98. Schouler, IV. Shepard, Van Buren, Chs. viii–ix. Schurz, Clay, II. Ch. xix. Roosevelt, Benton, Chs. vii, ix.

Sources: MacDonald, Documents, Nos. 67 (specie circular), 75 (independent treasury act of 1846).

c. Whig financial measures; Tyler's bank vetoes; tariff of 1842.

Wilson, Division and Reunion, 133–140. Taussig, Tariff History, 112–114, 119–140. Schouler, IV, Ch. xvii, section I. Schurz, Clay, II, Ch. xxiii.

Additional Topics:

A. Nominating conventions. Bryce, Commonwealth, Chs. liii. liv.

B. "Why great men are not chosen presidents." Bryce, Ch. viii.

C. Ashburton treaty, 1842. Lodge, Webster, Ch. viii. Schouler, IV, 396–402.

31. Anti-slavery Agitation, 1831–1838.

a. Actual conditions of slavery.

Brief Accounts: Wilson, Division and Reunion, 125–132. Schouler, IV, 203–210. Rhodes, History of the United States since the Compromise of 1850, I, Ch. iv (excellent brief account of slavery about 1850).

Sources: Contemporaries, III, Ch. xxvi; IV, Ch. iv. Historical Sources in Schools, § 85, p. 250.

b. Revival of the slavery question: a period of general moral and religious revival (Von Holst, II, 84–85); new character of the agitation; leaders (Lundy, Garrison, Birney).

Brief Accounts: Wilson, Division and Reunion, 117–123. Burgess, Middle Period, 242–249. Rhodes, I, 53. Schouler, IV, 210–216.

Longer Accounts: Henry Wilson, Rise and Fall of the Slave Power, I, Ch. xiii. Lives of Garrison, especially that by W. P. and F. J. Garrison.

Sources: Old South Leaflets, Nos. 73 (Liberator, I, 1), 79 (Phillips's eulogy on Garrison). Contemporaries, III, No. 174 (Garrison's principles). Old South Leaflets, No. 80 (Theodore Parker on slavery). Contemporaries, III, No. 181 (Slade). Old South Leaflets, No. 81 (anti-slavery convention of 1833). Contemporaries, III, No. 176 (anti-slavery meetings). MacDonald, Documents, No. 63 (Constitution of the American Anti-Slavery Society).

c. Northern opposition to the abolitionists: public meetings and protests; riots; social ostracism.

Schouler, IV, 216–218, 299. Rhodes, I, 60. Von Holst, II, Ch. ii. Wilson, Slave Power, I, Chs. xvii (Prudence Crandall), xx, xxi (northern mobs), xxvii (Lovejoy).

Sources: Source Book, No. 96 (Garrison mob, 1835).

American Orations, II (Phillips on the murder of Lovejoy).

d. Constitutional questions involved: right of petition; free speech; use of the mails.

Rhodes, I, 67. Burgess, Middle Period, 252–277. Morse, J. Q. Adams, 243–280.

For further references, and for criticisms of books on slavery, see Larned, Literature of American History, pp. 181–204.

XII. Slavery in the Territories, 1844–1860.

32. Annexation of Texas and the Mexican War

a. Independence of Texas.

Wilson, Division and Reunion, 141–143. Burgess, Middle Period, 290–300. Rhodes, I, 76. Schouler, IV, 247–257, 302–307. Von Holst, II.

Source: Contemporaries, III, No. 185 (Houston's account of the Texan Revolution).

b. Annexation of Texas: Tyler's attempt; the election of 1844; how annexation was accomplished.

Rhodes, I, 77–85. Schouler, IV, 440–451, 457–461, 465–486. Stanwood, History of Presidency, or his Presidential Elections. Schurz, Clay, II, 236–268. Von Holst, Calhoun, Ch. viii. Garrison, Texas.

Source: Contemporaries, III, Nos. 187 (Clay's Raleigh letter), 188 (Calhoun's letter to Lord Aberdeen), 189 (Benton's story of how annexation was secured).

c. War with Mexico: immediate origin; campaigns of Taylor, Scott, Frémont, and Kearny; Wilmot Proviso; treaty of peace.

Brief Accounts: Wilson, Division and Reunion, 149–154. Rhodes, I, 87–93.

Longer Account: Schouler, IV, V.

Sources: Lowell, Biglow Papers (extract in Source Book, No. 104). Contemporaries, IV, Ch. ii, especially Nos. 10 (extract from Polk's message, alleging reasons for war), 11 (opposition to war, Corwin), 12, 13 (military events, Grant, Scott), 14 (why the whole of Mexico was

not annexed, Polk), 16 (Wilmot's defence of his Proviso) Historical Sources in Schools, § 86.

See also Larned, Literature of American History, Mexican War, pp. 204–206.

33. Struggle over Slavery in the Territories.

a. Compromise of 1850: slavery in the Mexican cession.

(1) Settlement of California. Rhodes, I, 110–116. Schouler, V, 130–146. Source Book, No. 105. Contemporaries, IV, No. 18.

(2) Discussion of compromise measures. Calhoun: Contemporaries, IV, No. 19; American Orations, II. Clay: American Orations, II; Source Book, No. 106. Webster: Contemporaries, IV, No. 20; American Orations, II. Seward: Contemporaries, IV, No. 22. Text of the compromise measures in MacDonald, Documents, Nos. 78–83.

(3) Workings of the Fugitive Slave Law. Burgess, Middle Period, 365–375. Rhodes, I, 208–213, 222–226, 499–506; II, 73–77. Source Book, No. 107 (Shadrach case). Hart, Chase, 163–171. Henry Wilson, Slave Power, II, Chs. xxvi, xxxiii. Contemporaries, IV, Nos. 30 (Parker), 31 (Burns), 29, 32 (underground railroad), 33 (a personal liberty act). Sumner's speech in favor of the repeal of the law is in American Orations, II See also Rhodes, I, 265–269.

General References:

Brief Account: Wilson, Division and Reunion, 165–178.

Longer Accounts: Rhodes, I, Ch. ii. Schouler, V, Chs. xix, xx. Schurz, Clay, II, Ch. xxvi. Lodge, Webster, 289–332. Henry Wilson, Slave Power, II.

Sources: See Historical Sources in Schools, § 86, for additional references.

b. The Kansas–Nebraska Act and the Struggle for Kansas: Douglas's real object; Topeka and Lecompton constitutions; civil war in Kansas; English Bill.

Brief Accounts: Wilson, Division and Reunion, 182–187, 199. Hart, Chase, 133–147.

Longer Accounts: Rhodes, I, 424; II (excellent detailed account), especially Ch. vii (use table of contents), *e.g.* struggle for Kansas, Sumner's "Crime against Kansas," and the assault on Sumner. Burgess, Middle Period, Chs. xix (detailed account of the passage of act), xx (struggle for Kansas, civil war in Kansas). Schouler, V, Chs. xxi, xxii (use table of contents). Spring's Kansas (American Commonwealth Series). Storey, Sumner, Ch. vii, especially 109–117 (Sumner's defiance of Southern "fire eaters"), Ch. viii, Brooks's assault on Sumner (138–153). Lothrop, Seward, Chs. ix, x, 172 and following. Henry Wilson, Slave Power, II, Ch. xxxv (civil war in Kansas), xxxvi (assault on Sumner); see table of contents for additional chapters on Kansas Struggle. On the rise of the Republican party, see Rhodes, II; Contemporaries, IV, No. 35.

Sources: MacDonald, Documents, Nos. 85–88 (dealing with the Kansas-Nebraska act), No. 90 (extract from the report of the House committee to investigate affairs in Kansas), No. 92 (Lecompton constitution). Contemporaries, IV, Ch. vi, Nos. 36 (free-soil emigration), 38 (pro-slavery emigration), 39 (civil war in Kansas). Source Book, Nos. 108 (Benton's criticism of the act), 109 (conditions in Kansas). For the Appeal of the Independent Democrats, see American History Leaflet No. 17. Sumner's speech on the "Crime against Kansas" is in Old South Leaflets, No. 83, and in American Orations, III, 88.

Dred Scott Decision, 1857: slavery throughout the territories.

Brief Accounts: Burgess, Middle Period, 449–459. Schouler, V, 376–381.

Longer Accounts: Rhodes, II, 249–271 (good for inner history of the case, and for contemporary comment) Henry Wilson, Slave Power, II, Ch. xxxix.

Sources: Hill, Liberty Documents, Ch. xxi. MacDonald, Documents, No. 91. American History Leaflets, No. 23. Contemporaries, IV, Nos. 42, 43. Source Book, No. 110.

d. Lincoln-Douglas Debates, 1858: the issues defined.

Brief Accounts: Burgess, Civil War and the Constitution, I, 19–26. Schouler, V, 410–416.

Longer Accounts: Morse, Lincoln (for the debate, see I, Ch. v). Rhodes, II, 308–343. Henry Wilson, Slave Power, II, Ch. xliii. Brown, Douglas. Tarbell, Lincoln.

Sources: American Orations, III, 154–194. Old South Leaflets, No. 85. Contemporaries, IV, Nos. 44 (Lincoln's "House Divided" speech), 45 (Seward's "Irrepressible Conflict" speech). Source Book, No. 111 (Douglas).

e. John Brown's Raid, 1859.

Brief Accounts: Burgess, Civil War, I, 35–44. Schouler, V, 437–448.

Longer Account: Rhodes, II, 383–416.

Sources: Old South Leaflets, No. 84. Source Book, No. 112. Contemporaries, IV, Nos. 47, 48.

f. The Election of 1860: split in the Democratic party; the Republican convention; the campaign.

Brief Account: Wilson, Division and Reunion, 204–210.

Longer Accounts: Rhodes, II, 440–502. Stanwood, Presidency, or Presidential Elections, Ch. xxi. Schouler, V, 454–469. Morse, Lincoln, I, Ch. vi. Lothrop, Seward, Ch. xi. Hart, Chase, Ch. vii. Burgess, Civil War, I, Ch. iii.

Source: Contemporaries, IV, Ch. viii.

Map Work:

(1) Show, by a series of maps, the status of slavery in 1851, 1855, 1860 (Epoch maps).

(2) Show, by a series of charts, the sectionalization of political parties in the elections of 1852, 1856, 1860.

Additional Topics:

A. Webster's services to the idea of national union.

B. Clay's character and services.

C. Uncle Tom's Cabin. Rhodes, I, 278–285. Old South Leaflets, No. 82 (Mrs. Stowe's story of Uncle Tom's Cabin). Read the book itself.

D. Cuba and the Ostend Manifesto. Rhodes, II, Ch. vi. MacDonald, Documents, No. 89. American History Leaflets, No. 2.

E. The Isthmian Canal Question. Rhodes, II MacDonald, Documents, No. 77. American History Leaflets, No. 34. Contemporaries, IV, No. 195 (Nicaragua canal).

F. The Know-Nothing Party.

G. The panic of 1857.

XIII. Secession and Civil War, 1860–1865.

34. Secession of the Southern States.

a. Underlying causes; process of secession; constitution of the Southern Confederacy.

Wilson, Division and Reunion, 210, 239–244. Rhodes, III, Chs. xiii, xiv. Burgess, Civil War and the Constitution, I, Ch. iv. Schouler, V, 474–480, 488–493.

Sources: American Orations, III, Ch. vi (secession speeches); IV, 39 (Stephens's "corner-stone" speech; extract also in Source Book, No. 113). Contemporaries, IV, Chs, ix, x. MacDonald, Documents, Nos. 94 (South Carolina Secession Ordinance), 97 (Constitution of the Confederate States). American History Leaflets, No. 12.

b. Attempts at compromise.

Rhodes, III, Ch. xiii, xiv.

Sources: Contemporaries, IV, Ch. xi. MacDonald, Documents, Nos. 93 (Crittenden compromise), 95, 96 (proposed constitutional amendments).

c. Abraham Lincoln and his policy.

Wilson, Division and Reunion, 216–218. Morse, Lincoln, I, 219–241, 273–282. Rhodes, III, 316–320, 325–346. Nicolay and Hay, Lincoln. Tarbell, Lincoln.

Sources: Old South Leaflets, No. 11, or American Orations, IV, 16 (Lincoln's first inaugural address).

American History Leaflets, No. 18 (inaugural and first message). Historical Sources in Schools, § 87.

Map Work:

The seceding states. Indicate, also, the loyal, but slave-holding, states.

Additional Topic:

Summary of State Sovereignty ideas, 1783–1861.

35. THE CIVIL WAR, 1861–1865.

a. Fort Sumter, and the uprising of the North.

Rhodes, III, 325–374. Burgess, Civil War, I, Ch. vii.

Sources: Hart, Contemporaries, IV, Ch. xii. Source Book, Nos. 114 (Sumter), 115 (rousing of the North).

b. The sections in 1861 compared: population; economic resources; military spirit.

Rhodes, III, 397–413. Atlantic Monthly, December, 1901, article on the "Resources of the Confederacy." Hart, "Why the South Lost," New England Magazine, November, 1891; reprinted in his Practical Essays on American Government. Cambridge Modern History, VII, Chs. xiv, xviii–xix. Schwab, Confederate States of America, 1861–1865.

c. General plan of campaign and chief military events:

1861. Bull Run, and the organization of the eastern army by McClellan.

1862. *East:* Peninsular campaign; Antietam; Fredericksburg.

West: Opening of the Mississippi — Forts Henry and Donelson, Shiloh, New Orleans.

Eastern Tennessee: to isolate the Gulf states.

1863. *East:* Chancellorsville; Gettysburg.

West: Vicksburg.

Eastern Tennessee: Chickamauga; Chattanooga.

1864. *East:* Grant's move on Richmond.

Sheridan in the Shenandoah Valley.

West: Sherman's march from Chattanooga to Atlanta; "from Atlanta to the Sea;" Thomas's campaign and its importance

1865. Closing in on Lee; Appomattox.

1861–1865. The work of the navy.

Brief Accounts: Dodge, A Bird's-eye View of the Civil War (brief accounts of the military events by an expert). General Wm. T. Sherman, "The Grand Strategy of the War of the Rebellion," Century Magazine, Vol. 35, 580–598 (1887–8), gives in comparatively brief space the general plan of the war with the clearness of a master.

Longer Accounts: Rhodes, III, IV, V. Schouler, VI. Fiske, Mississippi Valley in the Civil War. Ropes, Story of the Civil War (to 1863). Maclay, United States Navy. Nicolay and Hay, Life of Lincoln. C. F. Adams, Lee at Appomatox. Cambridge Modern History, VII, Chs. xiv–xvii.

Sources: Hart, Contemporaries, IV, Chs. xviii, xix, xx, xxii. Source Book, Ch. xviii. Century War Book (Johnson and Buell, *editors*), Battles and Leaders of the Civil War, 4 vols. Scribner's Series, Campaigns of the Civil War, 13 vols. Grant, Memoirs. Sherman, Memoirs.

For further references, see Larned, Literature, pp. 213–260.

1. Financial management of the war: tariff; internal taxation; paper-money; national banking system.

Schouler, VI, 282–287. Rhodes, III, IV (use table of contents). Dewey, Financial History. Hart, Chase, Chs. ix, xi. Taussig, Tariff History, 155–169. Conditions in the South, Cambridge Modern History, VII, Ch. xix; Schwab, Confederate States of America, 1861–1865.

Source: MacDonald, Select Statutes.

2. Attitude of Europe towards the war. Rhodes, III, Chs. xv, xvi (use table of contents); IV, Chs. xvii, xxii (excellent). Adams, C. F. Adams, Chs. ix–xvii, especially Chs. xii (Trent affair), xiv (cotton famine), xvi (effect of the emancipation proclamation), xvii (the Alabama). Schouler, VI, 111–116, 261–274. Morse, Lincoln, I, Ch. xii (Trent affair). Burgess, Civil War, II, Ch. xxxiii (French in Mexico).

Sources: Contemporaries, IV, Nos. 98 (John Bright), 99 (Trent affair), 100 (attitude of Napoleon III).

f. Conditions incidental to war; enlistments; bounties; prison life; camps; railroad and telegraph; sanitary and Christian commissions; the work of the pupil's own town or city.

Schouler, VI, 290–316, 400–424. Facts may be picked out of most of the detailed histories of the war (see above, *c*). For conditions in southern states, see Cambridge Modern History, VII, Ch. xix; Schwab, Confederate States of America, 1861–1865.

Sources: Contemporaries, IV, Pt. V. Source Book, Nos. 117 (southern soldier), 118 (supplies for the wounded).

g. Northern opposition to the war. Morse, Lincoln, II, 182–199. Rhodes, IV, 221–236, 245–255, 320–332.

Sources: Contemporaries, IV, No. 121 (draft riots). American Orations, IV, 82 (Vallandigham's speech).

h. Emancipation.

Schouler, VI, 214–224. Rhodes, III, 630; IV, 67–76, 157–163, 212–219. Morse, Lincoln, II, Chs. i, iv, xii.

Sources: Contemporaries, IV, Ch. xxi. American History Leaflets, No. 26 (Lincoln's reply to Greeley). Source Book, Nos. 120 (Lincoln's account of the history of the proclamation), 124 (Lincoln on the relation of slavery to the war). MacDonald, Select Statutes. Old South Leaflets, No. 11 (emancipation proclamation). Constitution, Amendment XIII.

Additional Topics:

A. Grant's military ability.

B. Lee as a General. C. F. Adams, Lee at Appomatox and Other Papers. See also above under *c*.

XIV. Problems of Peace, 1865–1904.

36. Reconstruction, the New South, and the Race Problems.

a. Principles of reconstruction: policy of Lincoln and of Johnson; congressional policy; the Reconstruction Act of 1867; constitutional amendments.

Brief Accounts: Wilson, Division and Reunion, 256–263. Bryce, Commonwealth, II, 468–480.

Longer Accounts: Burgess, Reconstruction and the Constitution. Dunning, Essays on the Civil War and Reconstruction, 2d Essay. Storey, Sumner, Chs. xviii, xix. McCall, Stevens, Chs. xiii–xvi. Hart, Chase, Chs. xiii, xiv. Blaine, Twenty Years of Congress, II. *Atlantic Monthly*, January–October, 1901, series of articles on reconstruction.

Sources: Contemporaries, IV, Ch. xxiv. MacDonald, Select Statutes. American Orations, IV, 129–188. Hill, Liberty Documents, Ch. xxiii. Source Book, No. 130.

3. Process of reconstruction: conditions in the South at the close of the war; southern opposition to the freedmen; freedmen's bureau; carpet-bag government; struggle between Congress and President Johnson.

Wilson, Division and Reunion, 260–277. Cambridge Modern History, VII, 622–633, 640–642. Brown, Lower South in American History, 191–225. Blaine, Twenty Years of Congress, II. Burgess, Reconstruction and the Constitution. Wilson, American People, V, Ch. i.

Sources: Southern conditions as seen by Northern observers: Contemporaries, IV, Nos. 141 (Mrs. Botune), 142 (Godkin), 143 (Carl Schurz), 144 (General Grant). Contemporaries, Nos. 151 (Southern legislation against freedmen, 154 (impeachment proceedings), 156 (Ku Klux Klan), 157 (carpet-bag government). MacDonald, Select Statutes. Source Book, Nos. 127, 128, 131, 132.

The new South and the race problem: economic development; social and industrial progress of the negro; revision of constitutions of Southern states.

Brown, Lower South, 247–271 (shifting the white man's burden). Andrews, The Last Quarter Century (1870–1895), II, 150–156, Ch. xii (disfranchisement, economic conditions). Dunning, in Atlantic Monthly, October, 1901. Outlook, December 31, 1898 (race problem)

McClure's, March–May, 1904. T. N. Page, in Scribner's, July, 1904. A. H. Grimké, in Atlantic Monthly, July, 1904. Bryce, Commonwealth, II, 483–490, Ch. xciii.

Sources: Contemporaries, IV, Nos. 203 (southern election frauds), 205 (H. W. Grady), 208 (Booker Washington).

37. Political Problems since 1865.

a. Party contests: Liberal Republicans, 1872; Hayes-Tilden contest, 1876–1877; Democratic triumph, 1884; split in Democratic party, 1896; party issues.

Wilson, Division and Reunion, 281–290, 296. Blaine, Twenty Years of Congress, II. Stanwood, Presidency or Presidential Elections. Andrews, Last Quarter Century. Wilson, American People, V, 104–112; 169–184; 253–263. McClure's Magazine, July, 1904.

Sources: Contemporaries, IV, Nos. 159 (1876–1877); 160 (1880); 161 (1884). MacDonald, Select Statutes.

b. Civil service reform.

Brief Accounts: Wilson, Division and Reunion, 277, 293–294. Hinsdale, American Government, 273–279. Wilson, Congressional Government (index, Civil Service).

Longer Accounts: Bryce, Commonwealth, II, Ch. lxv (spoils). See interesting chapters on Rings and Bosses, and on the Machine; also, Chs. lxxxviii, lxxxix.

Sources: American Orations, IV, 367 (G. W. Curtis); 400 (Carl Schurz). Hart, Source Book, No. 137 (Curtis on civil service reform). Contemporaries, IV, Nos. 199 (Carl Schurz), 202 (Bird S. Coler). MacDonald, Select Statutes. Reports of the Civil Service Commission.

c. Foreign Relations, 1865–1904: Purchase of Alaska; treaty of 1871 with Great Britain, and the Geneva award; Venezuelan affair, 1895; annexation of Hawaii; war with Spain; the Philippine problem; independence of Cuba; American policy in China; Isthmian canal.

Cambridge Modern History, VII, 670–672, 674–686. Woolsey, America's Foreign Policy. Foster, American

Diplomacy in the Orient, Chs. xi, xii. Wilson, American People, V, 269–300. Larned, History for Ready Reference, VI.

Sources: Hart, Contemporaries, IV, Nos. 174, 175, 178, 179, 192–194, Chs. xxx, xxxi. MacDonald, Select Statutes, Nos. 63, 93, 126, 128–131.

d. Problems of municipal government.

Goodnow, Municipal Problems. Reports of the National Municipal League (Philadelphia). Hart, Contemporaries, IV, No. 206. Steffens, The Shame of the Cities. Steffens, Enemies of the Republic, in McClure's, April–August, 1904.

§ 8 Economic Problems since 1865.

a. The tariff: attempts to reduce the war tariff; Cleveland's tariff message, 1887; the McKinley Act, 1890; the Wilson Act, 1894; the Dingley Act, 1897; movement for reciprocity and tariff reform.

Taussig, Tariff History. Dewey, Financial History. Wilson, American People, V, 187–194. American Orations, IV, 238 (Hurd's speech in favor of free trade; compare Clay's speech, same volume).

b. Currency: resumption of specie payments; the silver-coinage struggle.

Taussig, Silver Situation in the United States, Pt. I. Hart, Chase, Ch. xv. Dewey, Financial History. American Orations, IV, § 9. Hart, Source Book, No. 136 Wilson, American People, V, 142–148, 206–208, 214–227. MacDonald, Select Statutes.

c. Combinations of labor and of capital: labor unions; trusts; strikes and lock-outs; growth of railroads; regulation of interstate commerce; the Northern Securities case.

Larned, Ready Reference, VI, 529–535. Tarbell, History of the Standard Oil Trust, McClure's Magazine, 1903–1904. Baker, articles in McClure's, 1904. Montague, Rise and Progress of the Standard Oil Co. Hart, Contemporaries, IV, Nos. 162, 163, 165, 201. Bryce,

Commonwealth, II, Ch. ciii. Eliot-Foster debate, Boston Herald, February 8 and 22, 1904. C. W. Eliot, in Boston Herald, May 3, 1904. For further references on the period since 1865, see Larned, Literature of American History, pp. 260–273, and supplement.

39. Summary and Review of American History.

a. The chief factors in the progress from colonies to nation, from 1607 A.D. to the present. Review this *Outline* and its references.

b. The United States at the present day: population; resources; conditions, social, political, economic. Census Report. Statesman's Year Book. Current publications.

c. "Some Reasons why the American Republic may Endure." Eliot, American Contributions to Civilization (extracts in Hart, Contemporaries, IV, No. 207).

APPENDIX

A List of Some American Libraries Containing Special Collections of Historical Material Serviceable to Teachers of History

Prepared by Lucy Maynard Salmon, *Professor of History*, and Adelaide Underhill, *Reference Librarian, and Cataloguer*, Vassar College, Poughkeepsie, N.Y.

The information contained in the following list has been sought through blanks sent to fifty libraries that apparently have unusual facilities for historical study. The libraries were selected from "Notes on Special Collections in American Libraries," prepared in 1892 by Mr. W. C. Lane and Mr. C. K. Bolton, supplemented by the lists contained in the "Libraries of Greater New York" issued by the New York Library Club in 1902, and by personal information. In a few cases no replies were received from the libraries from which information was asked, and in a few others the replies were so general as not to be serviceable. In some instances where no direct information was received from the libraries themselves, facts in regard to their equipment were obtained from university catalogues. These statements are made to explain the noticeable gaps that appear in the list.

The libraries selected are for the most part connected with universities, colleges, and state historical societies. College and university libraries are usually strong in collections of public documents, both American and European. They have also often been made the repositories of collections on special subjects made by those actively interested. Johns Hopkins University, for example, has the collection of works on slavery and the negro race made by General William Birney, and Cornell has the priceless collection of works on the French Revolution and the Protestant Reformation collected by ex-President Andrew D. White. The libraries of state historical societies usually contain quite complete collections of works on state and local history, genealogy and biography, and of the

newspapers of the state. They often also make a specialty of the history of the section in which they are located; the State Historical Society of Virginia, for example, gives particular attention to the history of the South. They are also strong in the publications of other historical societies. Several collections have been included that are numerically small but of great importance on account of their character. The Charlemagne Tower collection of 942 volumes of colonial laws is of greater value than collections numerically larger but duplicated in many libraries.

A number of libraries in the list are not open to the public, but permission to use them may, as a rule, be obtained by students properly introduced. It has not been intended to include in the list the name of any library where this permission would be refused.

It has been difficult to prepare a statement in regard to special collections of historical material that would be serviceable to teachers of history, and that would be at the same time one at which special students of history would not look askance because of its incompleteness. But it is hoped that this attempt may prove of some slight service until it is superseded by a more exhaustive study of the subject.

It would not have been possible to send out this list without the coöperation of the librarians that have given their assistance. To our own gratitude for this assistance must be added that of those who may find the list useful.

L. M. S.
A. U.

ALBANY, NEW YORK

New York State Library

Manuscript archives of the state of New York and a very good series of *United States and state documents* and *British Parliamentary papers.*

ANN ARBOR, MICHIGAN

Library of the University of Michigan

Greek and Roman antiquities, including *archæology* and *institutions*, 1000 volumes, 4000 photographs; *history of Great Britain*, 5000 volumes, 400 pamphlets, 100 photographs; *of Ireland*, 200 volumes; *of Germany*, 1000 volumes; *of France*, 1500 volumes; *of America*, 15,000 volumes; *of Michigan*, 1000 volumes, 200 pamphlets, 100 photographs.

BALTIMORE, MARYLAND

Library of the Johns Hopkins University

Birney collection, works on *slavery and the negro race*, brought together by General William Birney, 400 volumes, 1000 pamphlets; *Bluntschli library*, library of the late Professor J. C. Bluntschli of Heidelberg, relating mainly to *international law, treaties*, etc., 2500 volumes, 3000 pamphlets, and the author's manuscript lecture notes, etc. Added to this are complete sets of the *works of Francis Lieber and of E. Laboulaye;* collection of *Swiss history, laws*, etc., presented by the Swiss government through Professor J. M. Vincent, 900 volumes; *Adams' historical collection*, library of the late Professor H. B. Adams, 4000 volumes and over 10,000 pamphlets, a collection of books on *history, education*, etc., especially valuable for its section of works on *history of education*, 450 volumes, 2500 pamphlets; *Scharf collection*, books and pamphlets relating chiefly to *Southern history and the Civil War*, presented by Colonel J. Thomas Scharf, 300 volumes, 20,000 pamphlets; *Creswell collection*, collection of the late Postmaster-General J. A. J. Creswell, 171 volumes, 700 pamphlets, includes works on *Alabama Claims* and supplemental works on *international arbitration*, including original papers as well as documents connected with the Alabama Claims Commission; *Southern history and literature*, 1000 volumes, 2500 pamphlets (this collection of works relating to Southern history includes also books illustrating the social life of the South); *McCoy collection of Americana*, 350 volumes; *Helbig collection of Roman and Greek coins; Theodore Marburg collection of Cypriote antiquities*, eighth to second centuries, B.C.; *Cohen collection of Egyptian antiquities; Dillman library of Biblical literature; Strauss Semitic library.*

Peabody Institute

Sixty thousand volumes on history.

Especially rich in sets relating to *English history*, as *Master of the Rolls* and the *Record Commission* publications, *Monumental Histories of the Counties of England* and *Victoria History of the Counties*, publications of societies, as the *Camden, Surtees, Harleian, Hakluyt, English Historical, Oxford Historical, Cambridge Historical, Parish Register Society*, and publications of the local archæological societies of England and Scotland.

Relating to *French history*, the *Moniteur* and several thousand volumes of *Archives*, *Recueils*, etc., on the *French Revolution.*

An admirable catalogue of the library, with supplement, has been printed.

BERKELEY, CALIFORNIA

Library of the University of California

Californiana, 2000 volumes, 10,000 pamphlets.

BOSTON, MASSACHUSETTS

Boston Athenæum

Washingtoniana, including part of Washington's library and books concerning him, 457 volumes, 750 pamphlets; *books printed in the Confederate States, 1861–1865*, 570 volumes; a large collection on *international law and diplomacy;* a collection of *United States public documents* which ranks as one of the three or four best sets known; early American pamphlets.

The admirable printed catalogue, dated 1874–1880, has no printed supplement.

Boston Public Library

The library is especially strong in *American history* (particularly the *Civil War*); *English history* (especially *county history and topography*); *genealogy* (very large, including *town histories, parish and town registers, and records, both English and American*), *archæology* and *Egyptology*. Special collections: the *Prince library*, 2935 volumes, constantly growing, containing *early New England history and theology*, including among the manuscripts, the *Mather papers*, the *Cotton papers*, and *Prince papers;* the *Franklin collection*, 465 volumes, with constant increase, including *works written by, printed by, and relating to Benjamin Franklin;* the *library of President John Adams*, held in trust, about 3700 volumes, including books used in the preparation of his Defence of the Constitutions of Government of the United States, and containing many *histories of the Italian republics;* the *John A. Lewis library* of early *Americana;* the Charlotte Harris fund, constantly used to purchase early *Americana* — many works on the *Quakers* recently bought; one of the most complete

sets of *Congressional documents* and the *Parliamentary papers of Great Britain;* the *Thayer library*, about 4000 volumes, relating to the *Stuart period of English history.* The library has, perhaps, the strongest assemblage of *anti-slavery matter* to be found: all the *Garrison manuscripts;* the *collections of manuscripts of Samuel J. May, Maria Weston Chapman, Edward A. Phelps, John Bishop Estlin, Lysander Spooner, Davis Lee Child,* and some additional *John Brown matter;* the *Hunt library*, relating to the *West Indies and slavery therein*, 700 volumes; the *Wendell Phillips books*, not numerous, but strong, relatively, in *slavery material;* several hundred *pamphlets* from the family of *William Lloyd Garrison.* The library is especially rich in *portraits. The Department of Statistics and Documents* is full of illustrative material, commercial, sociological, and political.

Massachusetts Historical Society

Relating to the *history of Massachusetts*, 42,000 volumes and 100,000 pamphlets.

State Library of Massachusetts

Large collection of *state and town histories of New England*, especially of *Massachusetts.* The collection includes newspaper clippings of local interest, mounted and bound.

BROOKLYN, NEW YORK

Long Island Historical Society

American history, general, 1558 volumes; *Civil War and slavery*, 523 volumes and 852 pamphlets; *Mexico, Central America, South America, and West Indies*, 308 volumes; *English history*, 1169 volumes; *French history*, 805 volumes; *Italy and Rome*, 387 volumes; *Greece*, 175 volumes; *Egypt and the Holy Land*, 536 volumes.

CAMBRIDGE, MASSACHUSETTS

Library of Harvard University

See Potter, *Descriptive and Historical Notes on the Library of Harvard University* (Bibliographical Contributions from the Library of Harvard University, No. 55), Cambridge, 1903.

In *American history*, 31,085 volumes; the collection is especially strong in works relating to the period of *exploration and discovery*, in *early Americana*, and in books on *slavery;* it also includes the *Sparks and other manuscripts*. *English history*, 11,396 volumes, including complete sets of the *Rolls Series*, *the Calendars of State Papers*, and the publications of the *Record Commission*, the *Historical Manuscripts Commission*, and the *principal historical and archæological societies of Great Britain*, and 3500 volumes on *British local history and topography; French history*, 9334 volumes, including the *Documents inédits*, the publications of the *Société d'histoire de France*, and the principal collections of *memoirs; German history*, 4165 volumes, in addition to the *Hohenzollern* collection of 10,000 volumes begun in 1903 by gift of Professor A. C. Coolidge; *Italian history*, about 4000 volumes, including a rapidly growing collection on the nineteenth century; history of the *Crusades and the Latin East*, 890 volumes, mainly from the library of the late Count Riant; *folklore and mediæval romances*, about 9000 volumes, supposed to be the largest collection in existence; the *Ottoman Empire and the Eastern Question*, 3000 volumes, and a large collection on the *history of Russia and other Slavic countries;* history of *China* and *Japan*, 1000 volumes; *United States Congressional documents*, 4900 volumes; *American state and city documents*, 4000 volumes; *British documents*, over 5000 volumes, including a complete set of *Parliamentary papers since 1830; American newspapers and periodicals*, over 5000 volumes. The library also possesses the great *collection of the late Konrad von Maurer on Scandinavian history; Thomas Carlyle's collection of books relating to Cromwell and to Frederick the Great;* and unusually full collections of *Greek and Roman history and antiquities*, *ecclesiastical history* (including such sets as the *Acta Sanctorum*, the *Patrologiæ of Migne*, the collections of *church councils*, etc.), *palæography*, and *historical bibliography*.

CHICAGO, ILLINOIS

Chicago Public Library

16,889 volumes on history.

18,942 volumes of *government documents and state papers*.

Especially full collection of *state and local histories*, and of literature of the *Civil War*.

Newberry Library

51,600 volumes and pamphlets on history.

Americana, the library of Edward E. Ayer, 15,000 volumes and pamphlets; collection of works on *Egypt*, 700 volumes.

Library of the University of Chicago

United States government publications, one of the three or four most complete collections; *statutes of the states*, complete in many cases, nearly so in others; *colonial statutes*, nearly 100 volumes; *historical publications of the British government*, 1100 volumes; *of the French government*, 700 volumes; *of German governments*, 350 volumes; *of other European governments*, 300 volumes; *publications of European historical societies*, 800 volumes; *of American historical societies*, 500 volumes; *historical publications of American states*, 400 volumes; *Civil War tracts*, 543 bound volumes; *English tracts of 1640–1660*, 550 bound volumes; *paleographical facsimiles*, 40 bound volumes.

CLEVELAND, OHIO

Western Reserve Historical Society

Specially rich in original manuscripts and data concerning the *Western Reserve and Cleveland.*

Other collections: *general New England histories*, 120 volumes; histories of *Massachusetts*, 535 volumes; of *New Hampshire*, 77 volumes; of *Connecticut*, 178 volumes; of *New York*, 249 volumes; of *Pennsylvania*, 183 volumes; of *Ohio*, 782 volumes; *general United States histories*, 558 volumes; *early voyages, travels in North America*, 416 volumes; *British America*, 173 volumes; *genealogy and heraldry*, 682 volumes; a collection of 230 *portraits* of men prominent in the Western Reserve and Ohio as early pioneers, etc.

DURHAM, NORTH CAROLINA

Trinity College Library

History of North Carolina, and *North Carolina literature*, about 400 volumes and 400 pamphlets; *Early English history*, 300 volumes (good

collection in connection with early English literature); *Virginia colonial history*, and *general Southern history*, fairly good.

HANOVER, NEW HAMPSHIRE

Dartmouth College Library

General Sylvanus Thayer collection of military science and history, especially *French military history* of the eighteenth and early nineteenth centuries, including 500 volumes and a large number of maps and plans of eighteenth century wars and of Napoleon's campaigns; *New Hampshire state and town history*, 600 volumes, 700 pamphlets, and about 7000 manuscripts (the last relating chiefly to the early history of the College, but containing also matter on New Hampshire, on the Revolution, on Indians in the eighteenth century, and on New England ecclesiastical history); *English history, seventeenth century*, chiefly ecclesiastical, about 300 contemporary pamphlets; *Calvin and Geneva*, about 200 volumes, with constant increase, including some rare sixteenth and seventeenth century publications and reprints.

ITHACA, NEW YORK

Cornell University Library

The French Revolution, rich in contemporary pamphlets, a part of the ex-President White Library; *slavery* in America, including the collections of Samuel J. May and of ex-President White; the *Civil War*, rich in contemporary pamphlets collected by ex-President White; *Dante and his time*, the largest collection in its field, the gift of Professor Willard Fiske; the *Grisons* (Graubünden), the second largest existing collection, the gift of Professor Willard Fiske; *heretic persecution* in Christendom and *witch persecution* in Christendom, and the history of *judicial torture*, parts of the ex-President White Library; the *Protestant Reformation*, rich in contemporary pamphlets, also part of the ex-President White Library; the *Jesuits; Ancient Egypt*, the largest element being the Eisenlohr library, recently purchased; *Palestine pilgrimages*, collected by ex-President White; the *Thirty Years' War*, rich in contemporary pamphlets; the *English Revolution*, rich in contemporary pamphlets; *Brazil*, collected by Herbert H. Smith; *Santo Domingo*, collected by ex-President White, mainly at the time of his mission in the island, 1870–1871.

MADISON, WISCONSIN

Library of the State Historical Society of Wisconsin

Bound files of *American newspapers*, 1730 to date, 11,875 volumes; *the Mormons*, 460 volumes, 550 pamphlets, 632 volumes of periodicals and 43 volumes of newspapers; *American local history*, 12,000 volumes; *public documents, United States, state and city*, 15,000 volumes; *maps, American*, 4000; *Draper collection of bound manuscripts relating to the Middle West*, 1735–1815, 416 volumes; collection of *letters and manuscripts of signers of the Declaration of Independence and of the Constitution;* special collections on *early American travel, slavery, and the Civil War;* unusually complete files of *early American periodicals: Tank collection* of 4000 volumes on the *Netherlands; English history*, 15,000 volumes, including the *Rolls Series, Calendars of State Papers, Reports of the Historical Manuscripts Commission* and of the *Deputy Keeper, publications of the Record Commission, and of all important local historical and antiquarian societies in England*, besides a considerable collection of *English local history;* large collection of *American genealogy.*

There is an elaborate printed catalogue of the Society's newspaper collection, and also a special bulletin descriptive of the works on English history which are available at Madison in the State Historical and the University Libraries.

Library of the University of Wisconsin

The library is strongest in the *history of continental Europe*, particularly the *history of Germany*, and *the Crusades.* It possesses complete files of all the principal historical, philological, and economic periodicals, and a number of important sets of sources, such as *Migne's Patrologia*, the *Acta Sanctorum*, the *Monumenta Germaniae Historica*, the *Chroniken der deutschen Städte*, the *Recueil des Historiens des Croisades*, the *Historiens des Gaules et de la France*, the *Moniteur*, etc. There is also a good working collection in *Greek and Roman history.*

MINNEAPOLIS, MINNESOTA

Minneapolis Public Library

Complete sets of *Hansard*, of the *Moniteur*, of the publications of the *Historical Manuscripts Commission*, and of the *Hakluyt* and *Camden Societies* and of *Stevens' Facsimiles.*

NEW HAVEN, CONNECTICUT

Yale University Library

Particularly strong in *United States history*, in *English history*, and in *general mediæval history*. Special collections: *H. M. Dexter collection* relating to *early history of Puritanism and Congregationalism*, 1850 volumes; *Scandinavian history*, consisting of the collection of Count Riant, containing 5000 volumes, some manuscripts, and 16,000 doctoral dissertations; *Ernst Curtius' collection on Greek history and archæology*, 3500 volumes; *Russian history, containing the Sbornik Russian Historical Society* and other important series; newspapers and periodicals relating to *American history*, with the *Confederate press* well represented; the *documentary collections* for English, French, and general mediæval history, for Spanish America, and for the United States are extensive and in some cases fairly complete; a very large collection relating to the *history of missions* is in the Divinity School.

NEW ORLEANS, LOUISIANA

Howard Memorial Library

Two hundred and fifty sets of *local periodicals* and files of *bound newspapers;* on the *history of Louisiana*, 800 volumes, 1000 pamphlets, 200 maps, and on the *Gulf States* generally, 100 volumes.

NEW YORK, NEW YORK

Columbia University Library

Forty-two thousand volumes on history, of which 7000 are on American history; 6000 on English; 7000 on German, French, and Italian; 3500 on other European, Asian, and African; 6500 on geography and general history; 9000 on biography and 2300 on ecclesiastical history.

A special collection on *Mary, Queen of Scots*, given by General J. Watts De Peyster, numbers 521 volumes.

New York Historical Society

One hundred thousand volumes on American history; one of the largest special collections on *American local history* and *genealogy*, also particularly rich in *American newspapers earlier than 1800.*

NEW YORK PUBLIC LIBRARY, ASTOR, LENOX, AND TILDEN FOUNDATIONS

American genealogy and local history, 12,000 volumes; *American newspapers before 1800*, 35,000 numbers; *Americana*, 20,000 volumes; *Dutch history*, 480 volumes, 10,000 pamphlets; *Mormon collection*, 500 volumes, 500 pamphlets; *naval history*, 660 volumes, 300 pamphlets; *public documents*, 60,000 volumes; *maps*, 5000 sheets and 300 atlases.

OBERLIN, OHIO

OBERLIN COLLEGE LIBRARY

Slavery and anti-slavery, 1000 volumes, 1500 pamphlets. It contains parts of the libraries of William Goodell, Oliver Johnson, and Austin Willey.

PALO ALTO, CALIFORNIA

LELAND STANFORD JUNIOR UNIVERSITY

Australasia, 1500 volumes; *British sessional reports*, 3500 volumes.

PHILADELPHIA, PENNSYLVANIA

THE HISTORICAL SOCIETY OF PENNSYLVANIA

Charlemagne Tower collection of colonial laws, 942 volumes, besides 87 of *Americana; Gilpin collection*, comprising *colonial and Revolutionary history*, especially *Philadelphia and Pennsylvania imprints*, 3500 volumes; *Cassel collection*, composed of *Pennsylvania German imprints*, 2000 volumes; *Dreer autograph collection*, 150 volumes; *American genealogies*, 2000 volumes; *English local histories*, 2500 volumes; *French Revolution collection, or Wilson collection*, 1000 volumes; *seventeenth and eighteenth century manuscripts*, including Penn, Pemberton, Clifford, Shippen, etc., papers and tax lists, etc., 300 volumes; also, the only collection in America of *Journals of the Lords of Trade and Proprieties*, 107 volumes; *genealogical manuscripts*, comprising church and Friends' meeting records, wills, etc., 500 volumes.

Library Company of Philadelphia

American history during the seventeenth and eighteenth centuries, including a unique collection of *broadsides and fugitive printed matter* of the middle and latter part of the eighteenth century; *local history of Philadelphia*, with *nearly complete files of all the newspapers* published there during the eighteenth century; and a very large and rare collection of *broadsides, ballads, pictures, envelopes, and other fugitive printed matter relating to the Civil War.*

University of Pennsylvania

Collection of books relating to *American history and institutions*, consisting of about 12,000 volumes, classified and arranged as follows: *national documents*, a practically complete legislative record of the government of the United States, 1789 to date; *state documents; Canadian public documents*, 1843–1890; *municipal ordinances and documents of American cities; the laws of the states and territories*, 1840–1890; *the laws of the United States; the John A. Jameson library of American constitutional conventions, debates, journals*, etc.; *the Robert Purvis collection of anti-slavery literature; miscellaneous letters from and to Benjamin Franklin* (over 600), also *broadsides, pamphlets*, and *memorabilia* once belonging to Benjamin Franklin, purchased by the University in 1903.

Of *foreign documents*, an extensive collection of *English government publications;* 900 volumes of *French legislative documents;* and the *entire proceedings and other documents of the Reichstag* since the founding of the German Empire.

The library also contains special collections on the *antiquities of Mexico.* Three thousand volumes in Russian presented by the Hon. Charlemagne Tower concern *Russian history and literature.*

PRINCETON, NEW JERSEY

Library of Princeton University

Special collections: *Civil War*, 3500 volumes, 2000 pamphlets; *history of the college and university, works by and about officers and alumni, memorabilia*, etc., 2500 volumes.

PROVIDENCE, RHODE ISLAND

Library of Brown University

Metcalf collection of pamphlets on American, especially New England, history, sermons, addresses, etc., 1700 to 1850, and also later, about 15,000 volumes; *Richards collection of pamphlets on English and Welsh history and church history*, eighteenth century, 5000 volumes; *John Carter Brown Library of North American and South American colonial history*, 1492–1800, see below.

John Carter Brown Library, Brown University

Special collection of books printed in or about *the two Americas before the year 1800*, 10,000 volumes and pamphlets, 750 *maps, portraits, and other illustrative material.* The collection is especially rich in *contemporary works relating to the discovery of America*, 300 volumes; *early geography and cosmography*, 500 volumes; *Mexico*, 400 volumes; *Mexican linguistics*, 500 volumes; books on the *English colonies*, particularly *New England, Virginia, the Carolinas, and Georgia*, 400 volumes; *missionary enterprises*, especially the *Society for the Propagation of the Gospel*, 150 volumes; *voyages and travels*, 500 volumes; *revolutionary pamphleteering*, 800 volumes.

Providence Public Library

11,500 volumes and pamphlets on *slavery and the Civil War.* Of these, 653 volumes and 7755 pamphlets are the Caleb Fiske Harris collection.

Rhode Island Historical Society

Rhode Island history, large collection of books, pamphlets, and manuscripts; *American genealogy and local history*, 5000 volumes; *Bartlett collection of American travels and ethnology*, 450 volumes; *Foster collection of early United States government documents, Continental Congress broadsides*, etc., 300 volumes, 1000 pamphlets.

SALEM, MASSACHUSETTS

Essex Institute

Essex County, Massachusetts, 2000 volumes, 11,000 pamphlets; *Civil War*, 500 volumes, 250 pamphlets; *slavery* (*United States*), 250 volumes, 1000 pamphlets; *China*, 700 volumes; *New England town histories*, 3000 volumes; *genealogies*, 1100 volumes.

WASHINGTON, DISTRICT OF COLUMBIA

Library of Congress

See *A Guide to the Archives of the Government in Washington*, by C. H. Van Tyne and W. G. Leland, edited by A. C. McLaughlin, published by the Carnegie Institution, Washington, D.C., 1904. $1.

Collections of *public documents* especially full, including *documents of foreign governments* as well as *United States government publications and state and municipal documents*. The library is rich *in early Americana, American history and topography, American biography, American genealogy, Washingtoniana, Lincolniana, Confederate publications, works relating to Canada, Spanish America, Central America, West Indies, South America, China, islands of the Pacific*. It contains the largest collection in existence of *American newspapers*, also files of a number of *foreign newspapers*, and a *very full list of periodical sets*. The library also contains, through the Smithsonian Institution, the most complete collection in America of the publications of foreign learned societies. The important collections of manuscripts include the *Jefferson manuscripts, Dolly Madison papers, Loyalist papers, Force manuscripts, De Rochambeau papers, Washington manuscripts, Delaware manuscripts, Schoolcraft papers*. A large collection of *broadsides relate to American colonial and Revolutionary history*. The collection of *maps and atlases relating to America* is extensive, and there is also an important collection of *early maps published by foreign governments*.

Library of the Department of State

3500 volumes on American history, 9500 volumes on foreign history, 4500 on biography.

WORCESTER, MASSACHUSETTS

American Antiquarian Society

Over 100,000 volumes. The largest collection is of *American history*, including general, state, and local histories, genealogy, biography, city and town documents. The *collection of files of American newspapers* is one of the most valuable in the country; among the most complete files of the early papers are those of the Boston News Letter, American Weekly Mercury, Pennsylvania Gazette, New York Gazette, New York Weekly Journal, New Hampshire Gazette, Newport Mercury, Connecticut Gazette, Connecticut Courant; the library has a nearly complete file of the Massachusetts Spy. The library also has the following valuable collections: *works on Mexico, Central America, and South America, early voyages and travels*, including many early editions; a large proportion of *early American imprints;* over 400 volumes of the *printed works of the members of the Mather family; old Bibles and collections of psalmody, hymnology*, and other material relating to the *ecclesiastical history of New England;* an unusually complete set of *Congressional documents; American text books; publications of learned societies.* Among the *manuscript collections* are: the voluminous *collection of Mather manuscripts*, including diaries, sermons, essays, etc.; numerous *orderly-books of the American Revolutionary army, records, muster-rolls, army-orders*, etc., covering the later Indian wars and the Revolutionary period; a large *collection of deeds, inventories, town papers, autograph letters, sermons, and diaries.* The museum contains Indian, colonial, Revolutionary, and Civil War relics.